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ANNUAL REPORT

[redacted]

1991 – 1992

The Lacolle Centre
For Educational Innovation

LACOLLE COUNCIL MEMBERS

1991 - 1992

Faculty:

William Knitter
Jerome Krause

Staff:

Doreen Hutton
Jean Paul Lauly
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Angela Wilson-Wright (VR Representative)

Students:

Thomas Dowd
Julie Lagarde

Director:

Olivia Rovinescu

Secretary:

Diane Moffat

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REFLECTIONS '92

The Lacolle Centre has been involved this year in the planning, fundraising and organizing of the literacy conference, "Dimensions of Literacy in a Multicultural Society," scheduled for October 1992. This conference was accepted as part of the Celebrations for Montreal's 350th Anniversary and received a $20,000 grant from the Literacy Secretariat, Secretary of State, Federal Government.

Nearly every literacy group in the city, as well as school boards and colleges, were invited to help organize different aspects of the conference. We have received thus far 80 "Call for Paper" responses.

According to James Keen, the external evaluator commissioned to evaluate the Lacolle Centre, the manner in which this event was planned provides a model of collaborative conferencing development. According to Keen, it "provides an excellent model of a university working within its larger community rather than programming at the community which is what universities characteristically do when they try to reach out."

The Lacolle Centre and Adult Education Department have been approached by the Secretary of State to organize a "dialogue" between the different ethnic communities of Montreal in an attempt to articulate and define their literacy needs. We are in the process of organizing a special day for this purpose, which the Secretary of State is funding.

The 26 workshops offered this year continue to attract new participants as well as bringing back old ones. Approximately 200 people were enrolled in workshops.

The residential facility continues to be booked at maximum capacity despite its deterioration resulting from delayed maintenance. Forty-five groups with an approximate total of 900 people used the facility.

Lacolle Centre, Learning Development Office, Adult Education Department, Loyola Peace Institute and Visiting Lecturers Committee co-sponsored Parker Palmer's talk and subsequent workshop. Approximately 75 people attended the lecture entitled "The Violence of our Knowledge." The lecture explored the violence that is rooted in our dominant ways of knowing, teaching and learning and explored

constructive alternatives to it. Twenty-seven participants attended the workshop entitled "The Courage to Teach." The workshop focused on helping teachers search for deeper clarity about their own identity and integrity as scholars and mentors. Parker Palmer has written six books, the latest of which is **The Active Life: A Spirituality of Work, Creativity and Caring.**

In November, myself and Marjorie MacKinnon (Assistant Director, Learning Development Office) conducted a workshop for faculty on Critical Thinking Across the Disciplines. Eight faculty members attended this workshop.

I have presented papers at the 2nd Annual Conference on the Teaching Applications of Critical Thinking, Miami Dade Community College, and at the Montclair Institute for Critical Thinking in New Jersey.

I was asked by the Protestant School Board of Greater Montreal, the Eastern Quebec Regional School Board and the Jewish Federation of Teachers to conduct workshops on critical and creative thinking across the curriculum as well as workshops on prejudice reduction.

The Nomad Scientists have been continuing their outreach work in the community providing science awareness workshops, involving children and youth with "hands on" travelling science presentations across Canada in English and French. The understanding of science and the environment comes from fostering a sense of wonder and respect for the environment. Their work has been recognized by an award from the Montreal Gazette this year and they have now been listed as one of the major science organizations in Canada. (Explorations in Science Culture, Industry, Science and Technology Canada, 1991, p. 17 enclosed.)

The new program this year was a Lacolle Centre Environmental Science Camp, sponsored by Science Culture Canada, which was aimed at direct involvement and empowerment for special needs children and youth through the use of environmental science activities at the Lacolle residential facility, where the students will live, sleep and study. The response has been overwhelming and the Nomads have had to turn away many potential participants. The program was divided into three components: 1) on site preparation at the school, 2) actual field experience at Lacolle, and 3) on site follow-up activity at the school.

In addition, the Nomads have worked in closed collaboration with the Quebec Federation of Home and Schools to visit remote and outlying areas of Quebec. The Nomads

act as facilitators and a supporting partner in getting the community to develop and expand science literacy. This activity links community organizations, individuals, teachers and others working on behalf of children and youth. These communities include: St. Augustine, Lower North Region, Quebec and Chevery and Aylmer Sound, Lower North Shore, Quebec.

The Nomad Scientists have also participated in the following conferences and workshops:

1. **Bridging the Gap: Science and the Community**, held in the Gaspé;
2. **Children with Special Needs**, a PAPT/PACT conference held at the Queen Elizabeth Hotel in Montreal. Nomads presented a session "Designing Effective Science Programs for Gifted Children."
3. **Federation of Jewish Schools Conference**, in Montreal. Nomads presented a session on "Teachers, You Make the Difference."

This past year, the Nomads conducted a total of 206 sessions and saw a total of 3,311 students.

The Transformative Theatre workshops continue to attract widespread interest (5 sessions with approximately 35 participants). One of the participants wrote a major article about her experiences in the Transformative Theatre course, which was published in Theatre (Feb. 1992, see enclosed).

Lacolle has also been involved in the development of a Literacy Coalition, the objectives of which are as follows:

- to act as an umbrella group for English literacy organizations in order to establish a collective voice in Quebec;
- to provide services to members within the coalition such as promoting and sharing of resources, information and expertise;
- to support networking of groups representing literacy students, literacy providers, policy makers, community and business leaders and other interested groups; and finally,
- to research, develop and disseminate information and materials useful for the promotion of literacy.

Olivia Rovinescu

LACOLLE SPONSORED EVENTS

Fall 1991 Schedule

Date	Workshop	Participants
Sept. 28	Movement Harmony	6
October	Transformative Theatre	9
Oct. 1	How To Improve Your Level of Self-Esteem	10
Oct. 23	Introduction to Morita Therapy	12
Oct. 25	Developing Creative Thinkers	7
Nov. 2	Graphoanalysis: The Silent Witness	6
Nov. 9	The Power of Laughter	11
Nov. 16	Quick Stress Reduction	12
Nov. 23	Writing That Works	16

Winter 1992 Schedule

Date	Workshop	Participants
January	Transformative Theatre	14
Feb. 8	Women and Anger	10
Feb. 22	Body Connection	8
Feb. 29	Women As Leaders	24
Mar. 14	Children and Self-Esteem	22
Mar. 21	Are You on the Road Less Travelled: A Journal Writing Workshop	14
Mar. 28	Techniques and Strategies for Promoting Your Own Business	11
April 25	Adapting to Change	10
April-May	Transformative Theatre	18

CO-SPONSORED EVENTS

Workshop: **Development Critical Thinking Across the Disciplines**
A workshop for faculty, led by Olivia Rovinescu and Marjorie McKinnon.
Date: November, 1991.
Participants: 8
Co-Sponsors: Lacolle Centre, Learning Development Office

Lecture: **The Violence of Our Knowledge**
Free public lecture presented by Parker J. Palmer (author of "The Active Life: A Spirituality of Work, Creativity and Caring.")
Date: April 9, 1992.
Participants: 75
Co-sponsors: Learning Development Office, Campus Ministry, Adult Education Program, Loyola Peace Institute, Lacolle Centre for Educational Innovation, The Visiting Lecturer's Committee.

Workshop: **The Courage to Teach**
Limited enrollment workshop presented by Parker J. Palmer
Date: April 10, 1992.
Participants: 27
Co-sponsors: Learning Development Office, Campus Ministry, Adult Education Program, Loyola Peace Institute, Lacolle Centre for Educational Innovation, The Visiting Lecturer's Committee.

LACOLLE RESIDENTIAL FACILITY BOOKINGS

1991:

Date	Group	Purpose of Visit
June 1-2	Tae Kwon Do Club	Intensive weekend
June 7-8	Athletics Dept. (R. Rappel)	Seminar on Sports Medicine
June 15-16	Campus Ministry	Staff retreat
June 20-21	Garderie les Petits Carousse1	Field trip for children (external group)
June 29-30	Margarida Aguiar-Eid	Family weekend (Student)
July 20-21	Adult Survivors of Incest	Discussion weekend
Aug. 1	English Department (Ron Wareham)	Class session
Aug. 3-4	Banladeshi Students' Association	Student weekend
Aug. 17-30	Biology Department (Dr. P. Widden)	Plant Ecology class (Biol 352/1)
Aug. 31-Sept. 1	School of Community and Public Affairs	Student orientation
Sept. 7-8	C.O.C.L.A.	Staff Planning (external group)
Sept. 12-15	Lonergan College Student Council	New students orientation
Sept. 21-22	Commerce Graduate Students' Association	New MBA students orientation
Sept. 28-29	Tae Kwon Do Club	Intensive weekend
Oct. 13-14	Athletics Department (Roger Ashton)	Tai Chi Training workshop
Oct. 19-20	St. Joseph's Anglican Church	Youth Group Retreat

Date	Group	Purpose of Visit
Oct. 26-27	Tau Kappa Epsilon Fraternity	Orientation for new members
Nov. 2-3	Liberal Arts College	Renaissance weekend (Faculty/Students)
Nov. 9-10	Painting and Drawing (Jerome Krause)	Class session
Nov. 22-23	Dept. of Dec. Sci & MIS (T.J. Tomberlin)	Staff meeting
Nov. 30-Dec. 1	Women's Centre	Women's Retreat
Dec. 21-Jan. 4	Women's Centre and Pat Freed	Winter Retreat for Women

1992:

Jan. 4-5	Residences (Tim Foreman)	Refresher course for for staff & evaluation
Jan. 11-12	Biology Graduate Students' Association	Integrate with new students, research activities
Jan. 18-19	Ecole Eduouard VI PSBGM (A. Huot)	Staff retreat
Jan. 25-26	Recreation & Leisure Students' Association	Faculty/student exchange
Jan. 29-30	Options I High School PSBGM (C. Ruggles)	Cooperative weekend for students
Feb. 1-2	English Department (Ron Wareham)	17th Century weekend Engl 326/328
Feb. 8-9	Film Department (D. Totaro)	Faculty/students exchange weekend
Feb. 15-16	Educational Technology Dept. (D. Dicks)	Annual faculty planning meeting
Feb. 20-21	Garderie les Petits Carousse1	Field trip for students (external group)

Date	Group	Participants
Feb. 22-23	Armenian Students' Association	Planning weekend
Mar. 14-15	Lonergan College	Lecture reunion for faculty/students
Mar. 21-22	CUTV	Camera training workshop
Mar. 28-29	Alpha Chi Sorority	Weekend retreat
Apr. 4-5	Communication Studies (B. Gilsdorf)	Political Communication class
Apr. 28-29	Nomad Scientists	Science workshop for Gault School
May 2-3	The Has Kodesh Havurah (M. Bronstein)	Relaxation retreat (external group)
May 6-7	Francine Potvin	Student get together
May 9-10	Carribean Students' Association	Intercultural exchange
May 12-13	Nomad Scientists	Science workshop for Christmas Park School
May 16-17	Accounting Society	Executive change over
May 22-24	Girl Guides of Canada 139th Mtl. Brownies	Leadership planning weekend
May 29	Electrical & Computing Engineering	Annual departmental meeting
May 30-June 1	Physics Students' Association	Astronomy/Astrophysics workshop

REPORT ON THE NOMAD SCIENTISTS

PRESENTATIONS, LECTURES, WORKSHOPS:

The Nomad Scientists have conducted a total of 206 presentations, lectures, and workshop sessions to a total of 3,311 participants. The breakdown is as follows:

1991-92:

Population Sector	Total no. Sessions	Total no. Participants
Early Childhood - playgroups, daycares, co-ops, nurseries	4	78
School Milieu - elementary, secondary, college, university	159	1,741
Community - community organizations, libraries, museums	43	1,492
TOTAL:	206	3,311

CONFERENCES:

The Nomad Scientists participated in the following conferences and workshops:

Bridging the Gap: Science and the Community. September 28,1991. Expansion of the Quebec Federation of Home and Schools literacy project to include science activities in the community. Held at New Carlisle High School, in the Gaspe Region, Que. Steve Rosenstein, Nomad Scientists, facilitated this program.

Children with Special Needs: Caught in the Crossfire
1991 November 28-29 Convention; Provincial Association of Protestant Teachers (PAPT), Provincial Association of Catholic Teachers (PACT) in association with Federation of Teachers of Jewish Schools (FTJS). Held at the Queen Elizabeth Hotel, Montreal. Nomad Scientists workshop title:

Designing Effective Science Programs for Gifted Children.
Carousel of Ideas: The Nomads had a display table of educational resources.
Quebec Federation of Home and School Associations (QFHSA) and the Nomad Scientists presented: **Bridging the Gap.**
Animators were: Harold Spanier, Nomad Scientists and Anne MacWhirter, QFHSA, Area representative, Gaspe Region.

Teachers: You make the Difference
1992 February 12, Federation of Teachers of Jewish Schools, held at Herzliah High School, St-Laurent, Que.
The Nomad Scientists presented the workshop: **Link Science: the Child and the Environment.**

PUBLICATION:

The Nomad Scientists are recognized as one of the key science groups in Canada. Explorations in Science Culture, Industry, Science and Technology, Canada, 1991.

The Nomads second book, Link Science: A Hands-On Approach to the Environment, Pembroke Publishers, 1990, has been translated into Portuguese.

TELEVISION:

The Nomads have contributed scientific experiment material (for the three to five year old age group) to be used for the french language preschool science series: "**Bonjour mes Enfants**" (working title).

MAJOR INITIATIVES:

1. Science Literacy Project
   Since 1989, the Nomads have worked in close collaboration and cooperation with Quebec Federation of Home and School Associations (QFHSA) to visit remote and outlying areas of Quebec. The project is expanding beyond expectations. The Nomads act as a facilitator and a supporting partner in getting the community to develop of expand on science activities. This activity links community organizations, individuals, teachers and others working on behalf of children and youth. These communities include:

1.1 September 1991- St. Augustine, Lower North Region, Que.
Harold Spanier, Nomad Scientists, and Marion Daigle, QFHSA, spent a week in this community. Harold concentrated on science activities, photography and communication technologies, for example, radio.

1.2 March 1991- Chevery and Aylmer Sound, Lower North Shore, Que.
Harold Spanier and Marion Daigle concentrated their energies on very young children and families. Science activities focused on preschool and early primary children. Harold guided parents examining the science resources in their community.

2. LACOLLE SCIENCE FIELD TRIP PROGRAM- PILOT PROJECT
The Nomad Scientists launched the first ever weekday overnight program for elementary and high school aged participants. The response has been overwhelming, and the Nomads have had to turn away many potential participants. The program is divided into three parts: 1) an on-site preparation visit at the school; 2) the actual field experience at Lacolle; 3) an on-site follow-up activity at the school.

Harold Spanier

ANNEX A: Workshop Evaluations *

* Please note, in some cases, the number of respondents who filled out the evaluation form is less than the number of participants who attended the workshop.

Lacolle Centre for Educational Innovation

MOVEMENT HARMONY: INTERKINESIS
Heather Brown
September 28, 1991.

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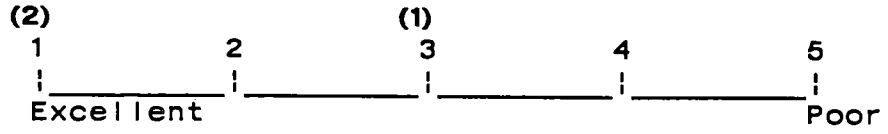
3 Respondents

Evaluation Summary

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- It gives a taste of the many different breathing/movement techniques around. As a result I know what is available.
- Leader's approach was very positive and helpful. I enjoyed the workshop a great deal.
- Instructor very clear, well-informed, tolerant and supportive.

3. What suggestions do you have to improve this workshop?

- More material explaining movements/philosophies behind techniques or exercises.
- None
- Longer time to explore.

4. What other topics or types of workshops would you like to see sponsored?

- Similar types to this one.
- Repeat of this one. Alexander and Felden Krais are much need in the world.

5. How did you hear about this workshop?

- Flyer
- From Lacolle promotional: material posted in staffroom at West Hill High School, PSBGM
- Flyer through Concordia mail

6. **Other Comments:**

- Thank you
- I would like a repeat of this one - a full day series ASAP! - at least next year.
- I would like to take her classes on a regular basis.

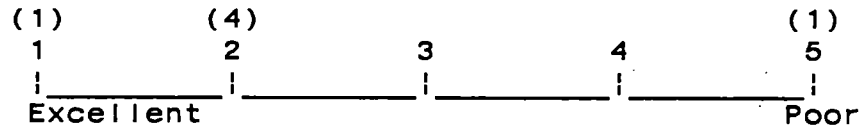
Lacolle Centre for Educational Innovation

HOW TO IMPROVE YOUR LEVEL OF SELF-ESTEEM
Marcus Raphael
Oct. 1, 1991.

Evaluation Summary

(6 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- Very optimistic teacher, yet realistic. His profound knowledge of subject matter.
- The teacher was very knowledgeable and answered the questions to my satisfaction.
- The positive approach to life. I learned new ways to talk-to-myself that will help me become a more positive person.
- This teacher I find was very positive.
- The papers handed out.
- Some handouts were useful/interesting.

3. What suggestions do you have to improve this workshop?

- Could easily be a full-day Saturday, to allow teacher to elaborate on topics for group discussion.
- Needs more time, such as a six-hour seminar to allow for more discussion and go into more detail.
- Time, it would be better as a day seminar so that we could discuss more topics with the teacher.
- More time and more group participation.
- More time.
- It was not a workshop, in fact. It was a "lecture" and <u>very</u> elementary. Participants filled in the blanks of pages while the speaker dictated.

4. **What other topics or types of workshops would you like to see sponsored?**

- Self-improvement
- Self-development courses
- How to deal with losses, love
- More specific topics, i.e., perfectionism, guilt, etc.

5. **How did you hear about the workshop?**

- Family
- The Gazette
- The Gazette
- A family member
- The Gazette
- Pamphlet

6. **Other Comments:**

- Interested in personal growth seminars.
- We need more of these.
- These courses should be taught at the elementary level.
- It was highly disturbing to have the speaker present a poem (on an overhead projector) which he claimed to have written. One participant recognized the poem as having been published in a psychology book and told him so. This very evident lie (with the speaker's lack of embarrassment at having been 'found out'), is shocking. This is especially true since the speaker stressed integrity as basic to developing self-esteem. This behaviour in this matter totally demolishes any credibility. He is, in my mind, a shame to the string of titles he claims to have earned. I am concerned about the Lacolle Centre's reputation as well.

Lacolle Centre for Educational Innovation

INTRODUCTION TO MORITA THERAPY
Peter Kelly
Oct. 23, 1991.

Evaluation Summary

(7 respondents)

1. **Overall, how would you rate this workshop?**

	(2)	(1)	(2)	(2)
1	2	3	4	5
Excellent				Poor

2. **What did you find most helpful about this workshop?**

- Focusing on accepting all responses - negative and positive, as normal and then focus on desires - and act. Don't fight negative responses, accept and focus on opposite desires. Good exchange betweeen an interesting mix of people.
- Experiential quality, pleasant organizational abilities of leader, insight into "how we're all alike."
- The experiential learning exercises, the simplicity of the presentation, the flow of information, the adaptability of the presentation to the audience.
- Some concepts of Morita therapy, experiential aspect and feedback.
- Sharing with one another's experiences, feelings, insights.
- That I don't need Morita Therapy.
- All of it was good, but I especially enjoyed the experiential part.

3. **What suggestions do you have to improve this workshop?**

- Longer
- A brief background of construct of the theory...a chance to work with more than one partner.
- Start on time - there is too much information to lose time waiting. Offer more reading material - books for sale.
- More information and interaction. More information in terms of concepts of Morita Therapy.

- The leader didn't share anything personal about himself with us - and yet he expected us all to talk about some of our personal feelings. I found this created a situation of inequality and made me feel vulnerable and wary. Can this be changed by having the leaders show that he is willing to do what he expects participants to do?
- Too low key - slow, not intensive.
- Throw in a couple more experiential exercises to lift the level of involvement - especially since a lot of the exercises are quite heavy and people feel shy about discussing in a large group.

4. **What other topics or types of workshops would you like to see sponsored?**

- More on Morita Therapy. Introduction to Reality Therapy.
- Anti-stress

5. **How did you hear about the workshop?**

- YMCA
- Lacolle Centre flyer
- Notice on school bulletin board on the South Shore.
- Flyer
- Lacolle flyer
- Brochure
- Brochure

6. **Other comments:**

- Interesting approach to self-understanding and problem-solving. I like the self-acceptance aspect of Morita Therapy.
- Presenter knows his stuff - not a personality I could work with.

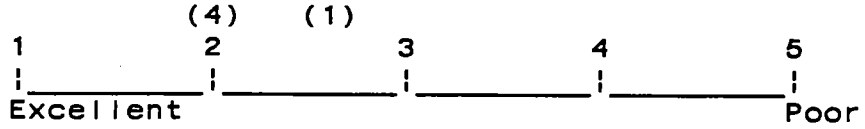
Lacolle Centre for Educational Innovation

DEVELOPING CREATIVE THINKERS
Olivia Rovinescu
Oct. 25, 1991.

Evaluation Summary

(5 respondents)

1. **Overall, how would you rate this workshop?**



2. **What did you find most helpful about this workshop?**

- The exercises.
- It stimulated ideas, brought new information to understand avenues to using our creativity, good use of examples. Very energetic approach to giving information, was stimulating and held attention.
- Exercises, examples, group work.
- Various methods of analyzing and solving problems.
- Started to give me some insight on where to start looking and thinking.

3. **What suggestions do you have to improve this workshop?**

- Let the exercises lead your students to discover the notions you want them to understand.
- Use more practice with techniques - we might have done this but it ended early.
- Some pre-reading material. More time.
- One day is very short. More exercises would help.
- The Johny problem left me up in the air, was just not sure what I was expected to do or how.

4. **What other topics or types of workshops would you like to see sponsored?**

- Critical thinking

5. **How did you hear about the workshop?**

- Lacolle flyer
- Brochure
- Brochure Lacolle Centre
- By a friend
- Flyer received at work

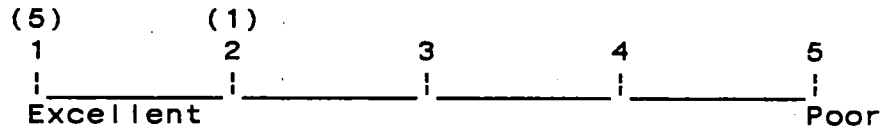
Lacolle Centre for Educational Innovation

GRAPHOANALYSIS: THE SILENT WITNESS
Rita Pomade
November 2, 1991.

Evaluation Summary

(6 respondents)

1. **Overall, how would you rate this workshop?**



2. **What did you find most helpful about this workshop?**

- Useful information I can use in daily life, find out more about myself and others.
- Excellent communication, good handouts, fascinating subject, good learning experience.
- Very interesting - even more so than I thought.
- It helped me put aspects of my personality and that of my family into perspective.
- It gave me a good overview of the subject.

3. **What suggestions do you have to improve this workshop?**

- None. Small group, so informal. (Hot coffee available throughout?)
- Because there is so much information, perhaps spreading the workshop over a period of days might be an idea.
- Quite a lot of information in so short a time, so maybe either 1) longer course, or 2) less information.

4. **What other topics or types of workshops would you like to see sponsored?**

- Would like to study this topic in a longer, more indepth program (8-12 week course).
- More on graphology.
- A two-day one on graphoanalysis.

5. **How did you hear about the workshop?**

- Brochure at Concordia.
- Advertisement (brochure) on display at Concordia (ApSS)
- Concordia Fall-Winter workshops.
- Flyer
- Through mailed flyer.
- Advertisement-flyer in library (Fraser-Hickson).

6. **Other Comments:**

- Excellent leader
- I really enjoyed this workshop and found it a valuable source of information.

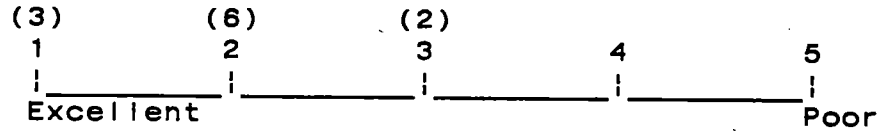
Lacolle Centre for Educational Innovation

THE POWER OF LAUGHTER
Hazel Lipes
November 9, 1991.

Evaluation Summary

(11 respondents)

1. **Overall, how would you rate this workshop?**



2. **What did you find most helpful about this workshop?**

- Handouts, variety in the presentation, dynamism of Hazel.
- The folder of all the wonderful handouts. The fact that the organizer was not pushy but obviously knew her material and loved her work. She left us with a lot of ideas and material so that we can go further on our own.
- The experiential sessions and warming up exercises - singing, getting to know each other, working in dyads, being allowed to be "ourselves", to participate. The meditation and "mood" dot was very revealing. To see the colour change after the meditation exercise showed me how effective exercise was.
- Experiential exercises, videos, cassettes.
- The class participation. Class giving helpful advice when someone asked for it.
- Diversity of program.
- Getting in touch with inner child.
- The fact that it's a small group.
- Hands on experience. Instructor is excellent. Variety of material, bibliography. Good food for thought. Felt better, learned many new things.
- The bibliography for continuing. The props and introspection.
- Handouts and bibliography.

3. **What suggestions do you have to improve this workshop?**

- Follow-up to assess its application and to discuss the material provided.
- Hands-on exercises most effective. Would have liked to have had small breaks.
- Make it two weekends (2 Saturdays) or perhaps one "away" weekend at the Lacolle Centre.
- Ensure that equipment works before meeting (tape recorder) so that the mood of the exercise is preserved. Set up housekeeping details at beginning.
- Maybe spread out the material. It was a lot to cover in one day. Could have been 1 1/2 days.
- More audio-visual aids.
- More specified areas - too much information.
- Less lecturing, more sharing.

4. **What other topics or types of workshops would you like to see sponsored?**

- Dance therapy
- More on meditation, relationships, ethics. Follow-up on this workshop.
- Hiking weekends, workshops, introduction to computers, how to buy one.
- Myers-Briggs Leadership workshop, activé listening workshop, communication (with yourself and others)
- On meditations
- Creative visualization, training program for effective group facilitation.

5. **How did you hear about the workshop?**

- Literature sent to me in the mail.
- Through Lacolle flyer at the CEGEP where I work.
- Through Lacolle Centre flyer
- Read the Lacolle flyer
- Received the notice of this workshop through a letter sent to me from the Lacolle Centre
- Lacolle brochure
- Through information sent to my home
- Through The Gazette
- Newsletter
- The Westmount High School Home & School Association
- Mailing

6. **Other Comments:**

- Super day, thank you!
- It would have been nice to have some males in the class. (I known they weren't screened out!)
- I really appreciated what I got from this workshop.
- Better coordination and communication between the Lacolle people and the leader. She didn't seem to know "what, where, when and why" of the university and area.
- Enjoyed my day - worthwhile.
- I would have liked to know more of the background and credentials of the workshop facilitator. She told us nothing of her training or experience and didn't invite us to ask.

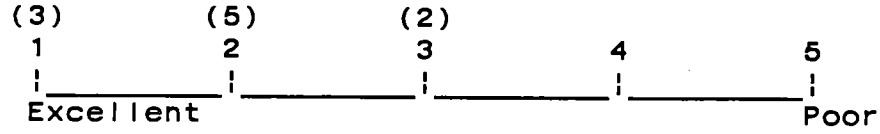
Lacolle Centre for Educational Innovation

QUICKY STRESS REDUCTION
Carolyn Springer
November 16, 1991.

Evaluation Summary

(10 Respondents)

1. **Overall, how would you rate this workshop?**



2. **What did you find most helpful about this workshop?**

- The techniques presented were simple and the instructions were clear. I personally know that they will be most helpful.
- The techniques for stress reduction such as the visualization and breathing.
- It worked. It lived up to the promise implied in the description.
- Good variety of body experiences, breathing and exercise techniques. Opportunity to do interactive, sharing work. Open group - very easy group to be with.
- The various relaxation techniques.
- Visualization and breathing exercises.
- Exercises - visualization, breathing and movement.
- List of stress-reduction tips and quicky techniques, especially abdominal and alternate nostril breathing.
- The short term techniques.
- Visualization techniques.

3. **What suggestions do you have to improve this workshop?**

- More techniques that can be done alone.
- A longer session - follow-up on long term solutions by facilitator.
- Maybe a little music with some of the visualizations. Talk about general issues of diet, exercise and physical wellness as causes or solutions to stress. Not necessary to fill in leftover time - last visualization seemed "tacked on".
- I have none. It seemed fine to me as it was.
- Who am I to say?

- More discussion. I didn't understand the discussion of long term solutions. Either spend more time on this, or don't bring it up.
- Since time is so limited, less emphasis on group discussion and long term solutions and more on quicky techniques. Geared to people's individual physical symptoms.
- More hand outs instead of just showing copies of recommended charts - stress charts, etc.

4. **What other topics or types of workshops would you like to see sponsored?**

- Conflict resolution programme, assertiveness training, time management.
- Similar. Ron Smith of Concordia has done some excellent work on Reflective Practice - a workshop would be appreciated.
- Personal awareness. Anything to do with interacting with others.
- Meditation, how to quiet the mind.
- Practical applications of everyday coping - laughter, stress, grief, etc.

5. **How did you hear about the workshop?**

- Someone told me and I called the University's main number.
- From a friend
- Flyer from Concordia
- Flyer delivered to my office at Concordia
- Lasalle Black Community Association
- Lacolle Centre Newsletter
- Mailing
- Through the mail
- Home & School
- Loyola Bulletin

6. **Other Comments:**

- Animator was pleasant, well organized, had planned the activities and the format well.
- Much enjoyed.
- Calm, pleasant facilitator who fostered a sense of trust and comfort within the group.
- It's a great way to get to talk to people and let your hair down. It was a problem to get to the workshop room because I took the escalator and the sign for the workshop was at the elevator.
- I was really impressed by my reaction to this. Thank you.
- When you write name tags, could you make them larger print? We like to share with an identifiable person.

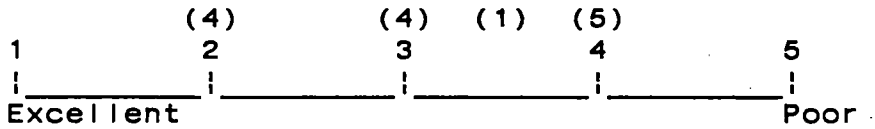
Lacolle Centre for Educational Innovation

WRITING THAT WORKS
Linda Shohat
November 23, 1991.

Evaluation Summary

(14 Respondents)

1. Overall, how would you rate this workshop:



2. What did you find most helpful about this workshop?

- It provided the specifics by which I could focus my research and thinking to rid myself of "writer's block". There is a lot of work to be done before writing.
- Sharing ideas with people, writing and sharing writings, learning various tips.
- Gave me confidence.
- The ideas and tips for getting to it.
- I realized that there are people who have the same problem and I feel just being told to write (no matter what it is) should be helpful.
- Being able to think about my own problems with writing.
- The professional explanations of the material of the workshop.
- Working cooperatively in small and plenary groups.
- Discussing "writer's block."
- Sharing with others.
- Last 10 minutes.
- This workshop has helped me realize that sometimes you need to just start and the rest comes naturally.
- The hands-on approach, exchange of ideas, enthusiastic and knowledgeable animator.

3. What suggestions do you have to improve this workshop?

- A 5-10 minute break would be helpful.
- More than a one-day session.

- We were told materials would be supplied, there was no paper handed out.
- More materials, lists, general principles, further reading (I would have liked a tighter structure).
- Have a workshop during the week.
- While it may be difficult, given the time constraints, a more practical technique oriented workshop would have been more helpful.
- Emphasize tips of how to write a better report/memo and not on philosophy and history of writing.
- Tell people that lecturer has changed. Have a prepared program so that we know if the workshop will meet our needs.
- More on strategies/how to's.
- If this workshop was longer (time frame) it could have gone into more details.
- Define in the workshop presentation whether it is a creative or technical (or other) curse on writing. We ended up with different expectations as to the objectives of the workshop.

4. What other topics or types of workshops would you like to see sponsored?

- Effective Writing (business)
- Thinking strategies
- Workshop in management
- Discussion or dissemination of information regarding materials available to improve writing techniques, tools, grammar, construction, etc.
- Time management
- Creative Writing

5. How did you hear about the workshop?

- Lacolle ad
- Internal mail
- Through the university
- Westmount High School Home & School Association
- Correspondence mailed to my department
- Thursday Report
- By mail
- Flyers sent to university departments
- I read it in the Thursday Report - Concordia.
- The Thursday Report
- Lacolle flyer
- Through the Accounts Office where I work
- From Lacolle Centre brochure posted at a friend's place.

6. **Other Comments:**

- See you next year.
- Keep up the good work.
- It wasn't worth the $50.00 + GST charged. The description given about the seminar did not match the actual seminar presentation.
- On the whole I felt that I had wasted my time. I didn't solve any problems or acquire any techniques to help me in doing do.
- I would like to have this workshop given by the people that were suppose to give this workshop. I am disappointed because the workshop was not at all like the description in the information sheet. I find that I did not get my money's worth. I don't think that it was the speaker's fault, but I don't feel that we should have to be the victims.
- It sounded more like a workshop on time management and women's issues in the morning. Group work with it became "Blind leading the blind."
- I found this workshop was helpful and reminded us that a lot of people have the same problems and collaboration helps.

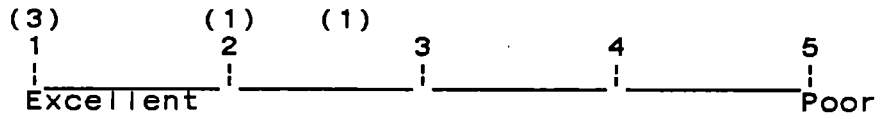
Lacolle Centre for Educational Innovation

WOMEN AND ANGER
Kathryn McMorrow
Feb. 8, 1992.

Evaluation Summary

(10 participants, 5 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- Everything.
- Practical. Warm, enthusiastic leader who did not use a lot of jargon.
- Handouts on activity. Hearing the ideas of the other participants.
- Kathryn honoured and respected our intelligence as well as confidentiality. She set up a situation (I felt) of mutual trust.
- Information. The one thing that most helped me in this morning's session was disocvering that anger is a secondary emotion and that when I feel angry this is a signal that my needs are not met or rights violated.

3. What suggestions do you have to improve this workshop?

- Two-day structure would be appreciated to cover the wealth of material distributed/experiences that appeared in the group.
- I was a bit overwhelmed by all the talk, the length and the windowless room.
- Kathryn talked too much and didn't make enough space for the often very valuable contributions of the participants - or for us to assimilate the masses of information she gave out. I expected this workshop to be experiential, not a lecture! She rushed us through piles of material which I think we needed more time to explore.
  Suggestion: present a topic then let us discuss it

for a while, either as a group or in diads or triads. Then present a new topic and so on. Give us a chance to explore and assimilate the material and to experience one another as wise resource people in addition to the leader/facilitator.
- Practical.

4. **What other topics or types of workshops would you like to see sponsored?**

- Similar to the above, e.g. time management.
- FeldenKriuls (spelling?) again please.
- Follow-up to this.
- Grieving for deceased relatives with very gentle help and guidance.
- Daughters and mothers, daughters and fathers.

5. **How did you hear about the workshop?**

- Lacolle publicity flyer sent by mail.
- Newspaper.
- I received the material in the mail.
- Mailing from Lacolle Centre.
- Newspaper.

6. **Other comments:**

- Thank you very much.
- Good handouts.
- Thank you.

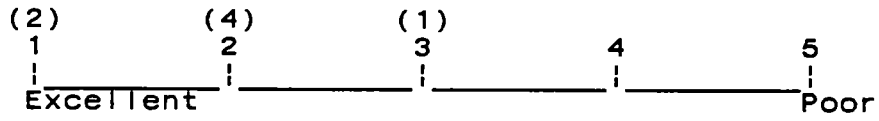
Lacolle Centre for Educational Innovation

BODY CONNECTION
Jo Leslie
February 22, 1992.

Evaluation Summary

(7 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- The workshop leader was very good. I really appreciated her ability to be spontaneous and let what she would do with us follow with what was going on. I found I really was 'experiencing' what I wanted to learn about.
- Getting more aware of what is happening inside of me, what limits my body gives me. Group experience.
- I enjoyed the relaxation.
- Very tranquil! Very relating! Nice, easy pace (for me at least). Good folk in the group.
- That it was a small group of women who were supportive and open.
- Relaxed atmosphere, no time pressure, quality of information.
- The exercises and more hands on stuff.

3. What suggestions do you have to improve this workshop?

- Maybe if it was possible to have a longer one, perhaps a few days of it. If it could be extended or broadened in any way.
- Change the room and offer better and cleaner surroundings.
- Maybe a handout of some sort before the event just so we could have a "deeper" sense of what would transpire.
- The location. More open, bright and airy.
- The facilities! A few more introductory exercises.
- More exercises and information.

4. **What other topics or types of workshops would you like to see sponsored?**

- One that addressed body image or eating disorders.
- More in this area leading to more activity orientation, i.e., almost at a dance level.
- More body work - integrating body and mind, centering.
- Perhaps a sequel to this one. Workshops having to do with the environment and human life.

5. **How did you hear about the workshop?**

- Friend who goes to Concordia.
- Lacolle Centre was mentioned to me by Nancy Allison.
- A circular was sent to my department (I work at Concordia) .
- A flyer to my office.
- Pamphlet at Copié Xpress on Sherbrooke.
- Mailed out to Head & Hands Inc.

6. **Other comments:**

- Thanks for offering it.
- This is my first workshopo and so far so good.
- I would like to be challenged a little more because I have gone over some of the basic exercises before and I could be absorbed more.

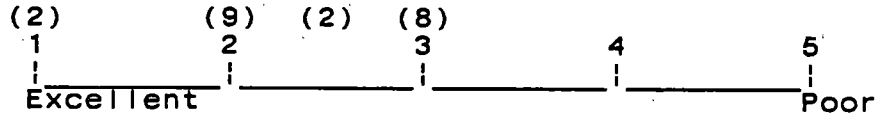
Lacolle Centre for Educational Innovation

WOMEN AS LEADERS
Vivianne Silver
February 29, 1992.

Evaluation Summary

(23 Respondents)

1. **Overall, how would you rate this workshop?**



(2 respondents did not fill out this question)

2. **What did you find most helpful about this workshop?**

- To get a lot of tips what/where to focus on in order to be a leader with my whole being and not just by living only facets of me. I got more aware of what parts I would like to develop more.
- The sincerity of goal seeking in an ethical manner versus competitiveness of the participants. Calm, sure leadership of the workshop leader. Well prepared seminar and extensive reading list.
- Seeing and noting the distinction/characteristics of women naturally/culturally possess that they can bring to leadership. That one does not have to adopt the male styles of the past, but bring our own strengths to the role.
- The amount of research that was done and the conviction of the speaker. I appreciate the handouts and references that were provided.
- The group project - very helpful as a self-awareness tool.
- Motivates me to consciously start thinking about these issues more, and do something about it.
- The message that leadership can be learned and that resources are available. The skills lists. The support for women as leaders and the acknowledgement of the difficulties we face.
- The morning exercise in groups of five - which got me thinking more about group dynamics. The take home readings will be interesting.
- The theoretical presentations - general discussion, others point of view.

- Good handouts, good sharing with others, good exercises, good workshop leader.
- Participants from different fields and age groups, group discussions.
- The practical exercises, simulations. The reading materials. Listening to/talking with other women - usually satisfying.
- Excellent exposure and clarification of rudiments of leadership. Good organization.
- Very topical subject matter - in tune with today's concerns and needs. Class started off well, coffee, juice and snacks were appreciated. Diffusion was good, but then we got bogged down in paperwork.
- The participants were an impressive and knowledgeable group - eager to learn real life solutions to real life problems.
- Gave a lot of information on subject and where we can go for more.
- I appreciate the amount of handouts, this will allow me to go through the material at my own pace.
- Talking with a group of people that shared relatively the same problems in the business world.
- Group exercise, handouts to take home.
- Theory on leadership styles, bibliography of resources, leader was dynamic.
- Knowing that other women have the same problems and feelings about leadership that I have.
- Sharing of ideas with other group members.
- Learning how other women view leadership.

3. **What suggestions do you have to improve this workshop?**

- Re-arrange exercises. I missed some time to complete part of them.
- Have more of them.
- Tighter control and use of time. Having lunch brought in to save time and facilitate informal discussion.
- More time could be allotted.
- More group work and problem-solving, don't try to do so much in one day.
- With such a large group, spend less time on introductions of everyone at beginning - takes too much time.
- More time for discussion, especially specific examples, i.e., when and how to use specific skills. The group was too big. Time to share similar experiences.

- Other types of exercises in groups would be useful. Individual exercises could be given as part of the take-home package.
- More specific skills with hands-on strategies.
- Some exercises were not clearly explained. We did not really address some of the needs that were initially expressed by participants. Perhaps we covered too much ground and were somewhat rushed.
- Few realistic situations for discussions. Are there audio-cassettes also on this topic?
- I would have liked more active exercises rather than note-taking. The readings/notes could have been sent to us before the workshop so we could have that knowledge when we came and then concentrated on putting it to use.
- Discussion of choice of group's topics (to influence, work, or practice) - felt goal of our separate group projects were misunderstood by most members leading to a disproportion in the process/practice - and a good balance between logic and emotion resulting for most.
- Less paperwork. Some of the exercises were difficult to understand if you are not familiar with the milieu. Practical techniques in dealing with difficult situations, i.e., role-playing and demonstrations would have been more helpful. More experiential stuff.
- The materials were very good and a large variety of angles on the subject were provided. This could be a program with exercises and more planned information on each topic as we are talking about particular skills. These could have been ironed out a bit more clearly and expanded on. The material is vast and therefore still a bit too much theoretical. Most women seem to need (as do all new leaders) opportunities to identify and practice new skills for new roles.
- Exercise more clearer. Lot of time was lost trying to understand workshop. If big group, leaders should step in if discussion gets too long (specially presentation). Would have appreciated more examples.
- The workshop may be more effective with smaller groups. I felt that a great deal of time was lost during the introduction as some people went on far too long. More control is needed in this area as we then had to rush through material.
- More detail. More time to work on exercises. Workshop could be two days long.
- More opportunity to interact with other group members. More group activity and exercises. Perhaps some role playing opportunities. Too much

emphasis on dry theory - could have learned the theory through applications rather than as straight theory.
- Agenda/objectives were too ambitious for the day. I would have preferred much more focus on women's leadership styles. I didn't hear enough about that and it was the subject that had interested me sufficiently to register for the course.
- Either more time or less people to be able to go over more topics and have more feedback from people.
- More practical work, more exchanges of ideas, problem-solving tasks, a greater discussion of task after completion, what was learned/gained, more experiential learning, more focused approach.
- Tying the theoretical concepts to realistic examples in order to solidify the concepts. e.g., give example of a person who has good listening skills via a staged conversation between two co-workers.

4. What other topics or types of workshops would you like to see sponsored?

- Assertiveness for women, body language awareness
- More women-oriented workshops in relation to the workplace
- How to empower group members while leader is present and is empowered. Who wins and who loses in a small and large group. How many contributed on an equal level. How to guage this. How to get maximum for everyone. Subject: Time and Division of Decision Making Power.
- Communication - verbal.
- Effective written communication.
- Conflict management, assertiveness for women.

5. How did you hear about the workshop?

- Concordia professor
- Friend
- Through a network of people at C.N.
- A colleague
- At work
- Through the flyer at Concordia
- From a friend
- Through Concordia University
- Through Lacolle brochure
- From a friend
- From list of workshops. I'm on mailing list.
- Lacolle poster
- From a local pharmacy.

- At work
- Co-worker
- One of my peers
- Through work
- Through work
- Through someone at work that had signed up
- Through Lacolle promotional flyer
- Word of mouth

6. **Other Comments:**

- Inspiring
- I appreciate having the resource package to take away with me.
- A small group exercise in the afternoon would have been good. Something else experiential.
- The introductions took too much time. Perhaps it could be done in small groups or the workshop could be smaller.
- Congratulations on an interesting workshop and good leadership to starting thinking.
- Introduction by participants too long. Instructor needs to set guidelines at the onset.
- I think the workshop teacher is very knowledgeable but that she tried to cover too much ground so the result was to skim the surface of issues rather than really explore them deeply. While theory is important, I would have liked an opportunity to either discuss the theory further in terms of my own experience, or apply the theory immediately in a hands-on fashion.

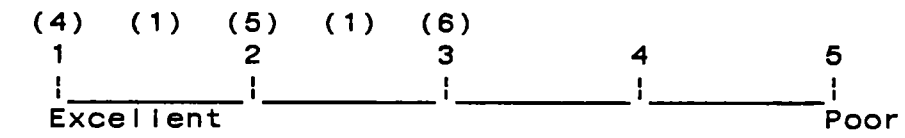
Lacolle Centre for Educational Innovation

CHILDREN AND SELF-ESTEEM
Kathryn McMorrow
March 14, 1992.

Evaluation Summary

(18 respondents)

1. **Overall, how would you rate this workshop?**



(1 respondent did not fill out this section.)

2. **What did you find most helpful about this workshop?**

- The workshop gave a lot of concrete ways to enhance self-esteem in children and adults.
- Focus on the topic self-esteem and practical observations made and time taken by exercises to make me think about my self-esteem.
- The breakdown of "coping tools."
- The opportunity to sit down and evaluate my situation in order to make a plan of action.
- That a child's feelings are so important and 'should' not be tampered with. And also if you are unhappy with yourself you are unhappy with life.
- Being able to converse with other people interested in the same subject. Course leader very interesting. Presentation excellent.
- I learned I have to speak differently to my children even though deep down I probably knew, but had to be told.
- Lots of material. Informative. Good speaker.
- If there was time to discuss specific problems and solutions.
- Certain techniques.
- Helpful for motivated parents to learn how to foster self-esteem in their children.
- Information about other resources on the subject, particularly local ones available in French.

- Analysis of my own self-esteem, my child's self-esteem and how behavior can be reacted to with goal of helping child's self-esteem.
- Realizing how important it is to be specific in praise (not generic). How to avoid self-defeating patterns of relating.
- Personal exercise in the morning on the four components of self-esteem. The idea to focus on the child's behavior and not on his/her emotions. Good basic review. Good for parents.
- Information, positive approach.

3. What suggestions do you have to improve this workshop?

- Begin on time.
- I found it interesting and informative but it's such a complex subject - maybe two-week seminar.
- Too short a time, two days would be better.
- I think that you could cover a lot more if it was a two-day workshop. More examples and discussions on the indvidual problem we would discuss.
- Role-playing could be helpful. More action, tiring by the end of the day. Try out these ideas.
- More concrete information. Video-audio support. Have participants voice their specific concerns to the group as a whole and get everybody's input. I've come away with generalities and some ideas on what not to do but I would have liked more information on my specific situation.
- Provide more concrete examples parents can identify with.
- Try to cover not quite so much.
- More involvement from individuals in workshop would generate additional discussion and examples.
- Less general, more specific. Clear objectives. Geared for parents or professionals but not both together.
- More open discussions between instructor and students regarding specific examples and problems of our own children.
- More specific problems.

4. What other topics or types of workshops would you like to see sponsored?

- Effective parenting techniques. It's such an important job and we have so little help.
- More parenting skills.
- Anything in regard to child welfare and the family.

- Child discipline. Teachers only regarding building their students' self-esteem.
- "Step program"
- Having a workshop for Health Care Professionals re: Children and Self-Esteem.
- Workshop on self-esteem but geared for professionals working with complex family situations.
- Discipline and children.
- How to handle stress in adults and children.
- A course for professionals and implementation of same in and post crisis intervention.
- Other parenting workshops.

5. **How did you hear about the workshop?**

- Through my daughter's school.
- Paper was sent to my school, I am a teacher.
- Through a friend.
- School Committee, Ecole Primaire Beaconsfield.
- School Committee brochure.
- Through literature sent to school.
- School Committee (brochures we receive)
- Through our school.
- Through a friend.
- Thursday Report
- Flyer distributed.
- Memo sent to School Committee
- School Committee
- Leaflet going around
- Through School Committee (Ecole Primaire Beaconsfield)
- School Committee, Ecole Primaire Beaconsfield.
- Through mailing to Home & School President.

6. **Other comments:**

- I enjoyed the workshop and would like to thank all those who organized it. I am sure the idea's presented today will help my family a lot.
- If this particular workshop would be offered to teachers, since they also spend a lot of time with our children.
- Kathryn McMorrow was an excellent speaker and very interesting to listen to.
- Kathryn is a very calm, inspiring person and a natural presenter. But she does not need to emulate these feel-goody American (usually) males with their pat anecdotes and they're answers for parenting. Were they all such fabulous motivators?

- Consultant was considerate of all in the workshop. Flyer could describe outline of workshop more precisely.
- As a health care professional I feel that this specific course was designed for parents and not those with a background in psychology and/or nursing.

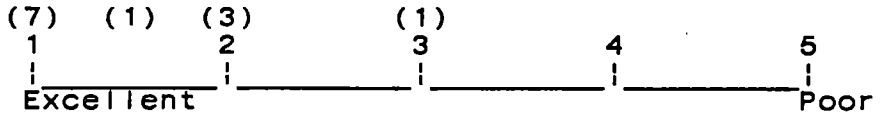
Lacolle Centre for Educational Innovation

ARE YOU ON A ROAD LESS TRAVELLED? A JOURNAL WRITING WORKSHOP
Vivianne Silver
March 21, 1992.

Evaluation Summary

(12 Respondents)

1. Overall, how would you rate this workshop?



2. What did you find most helpful about this workshop?

- That I have the power inside of me to do what I want to do. I feel good inside.
- Constructive with very helpful techniques towards keeping a journal and its uses in daily life.
- The practical work and the opportunity to exchange and hear others' experiences.
- The process of personal growth through journal writing.
- The references and resources available which show where to start with journal writing. How to get unstuck.
- Feedback on writing was most helpful.
- Developing a list of themes to explore and around which to do my writing. A change to try them out.
- It showed me the way to begin the process of journal writing and the benefits it will have on my life. The day exceeded my expectations and I look forward to attending future seminars on related topics.
- Confirmation that I am on the right path but shouldn't "push the river." Journal writing is going to be helpful, dream recording too.
- It revealed the helpfulness and true insight and connecting with myself that can happen with writing and also offered me many options in journal writing that I was not aware of before.
- Tools and structure for journal writing. Sharing, bibliography for future reading.
- The description of the techniques of J.W.

3. **What suggestions do you have to improve this workshop?**

- Il serait peut etre bon si vos notes que vous donnez salent inclus dans la documentation écrite qu'on reçoit.
- Have a whole weekend workshop/retreat with Dream analysis, etc.
- None, I enjoyed it just the way it was presented.
- It is difficult to engender enough trust for sharing to come easily. More attention to this in the early stages? Group table layout could have had us closer together so we could see each other better and make eye contact possible.
- Maybe a two-day workshop would be better. Perhaps also covering journals through pictures too.
- Small discussion groups or partnerships.

4. **What other topics or types of workshops would you like to see sponsored?**

- Relaxation, meditation, coping with stress.
- Reflective thinking, How to write, record thoughts.
- Dream workshop

5. **How did you hear about the workshop?**

- Flyer/pamphlet
- Lacolle Centre brochure, internal mail
- Through a friend
- The Lacolle pamphlet
- A circular was sent to my work. I work at Concordia.
- I'm on the mailing list.
- Flyer
- I receive Lacolle brochure in the mail.
- Flyer for Lacolle Centre
- Through a friend.

6. **Other comments:**

- Excellent workshop! Thank you.
- I enjoyed the workshop very much and am inspired to begin again to keep a journal.
- This was a most interesting and pleasurable experience. Thank you.
- As I mentioned in class - Thank you Vivianne for making this day so meaningful for me. You're great. (Phyllis)
- Very appreciated. (Denny M.)

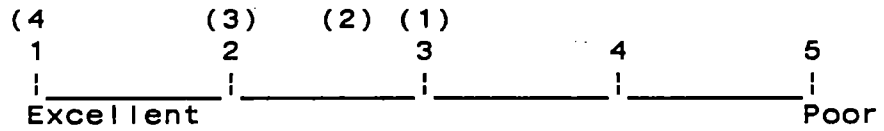
Lacolle Centre for Educational Innovation

STRATEGIES AND TECHNIQUES FOR PROMOTING YOUR OWN BUSINESS
Barbara Etcovitch
March 28, 1992

Evaluation Summary

(10 respondents)

1. Overall, how would you rate this workshop?



2. What did you find most useful about this workshop?

- The variety of information, tips and suggestions.
- Being with people who were in same place as me.
- Focus on practical aspects of promoting a business. Good summing up.
- The professor and handouts.
- The contacts we were told about. Helpful hints. How to send out press release.
- The amount of specific information given in a short period of time. Well-presented and wide area covered.
- All of it.
- Marketing tips.
- I found the theory very helpful, the instructor very informative, the delivery well done. Very encouraging but very open with pitfalls.
- Supplies.

3. What suggestions do you have to improve this workshop?

- Possibly a more structured handout based on the course outline.
- Focus more on marketing techniques as opposed to graphics.
- Less time on graphics re, logo and business cards. More specific information re press releases. For exmaple, being given a same of one...?
- More one-on-one teaching.

- Perhaps the hands-on part could be more instructional (for non-artists) or even left out, but demonstrated or basic how-to-use approach.
- More written and formal handouts.
- More on getting business up and running, more on promoting, less on designing business cards.
- The hands-on could have been more helpful on individual base.
- More information.

4. What other topics or types of workshops would you like to see sponsored?

- Writing, publishing, creativity
- How to start up your own business.
- More like this one.
- Writing, Time Management
- Information re research as to survey-legal aspects in more detail in Quebec.

5. How did you hear about the workshop?

- Through flyer sent out by Concordia.
- The Lacolle brochure
- Through a friend
- Through Olivia Rovinescu
- Ad in staff room
- Concordia Lacolle Centre
- Newsletter from Centre
- Newspaper
- Newspaper

6. Other comments:

- Excellent course, excellent teacher.
- Thanks Barbara for an interesting (hopeful) workshop!
- I enjoyed Barbara's presentation. She brought a lot of solid and practical experience to this workshop.

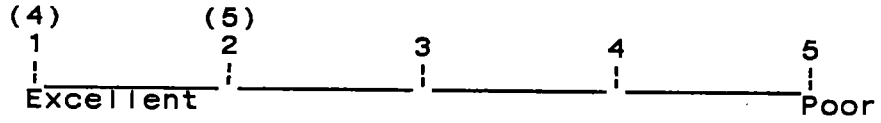
Lacolle Centre for Educational Innovation

ADAPTING TO CHANGE
Kathryn McMorrow
April 25, 1992

Evaluation Summary

(9 respondents)

1. **Overall, how would you rate this workshop?**



2. **What did you find most helpful about this workshop?**

- To get suggestions on how to go through change without being traumatized.
- Discussions.
- All of it: presentation, group discussions, triggers to reflection.
- I got a much better sense of where I am with regard to changes going on in my life and how to keep going.
- Exposed to many different aspects of change.
- I now have more "food for thought" in managing change in my life, personal and work.
- The sharing of ideas and experiences with others. Handouts and overheads made for a clear presentation.
- Being able to "dissect" my problem and take it step by step through the use of the charts and group activity.
- Handouts and especially "factors to Consider when Introducing or Adapting to Change."

3. **What suggestions do you have to improve this workshop?**

- None.
- More time! Lacolle has presented a number of worthwhile workshops this year - Women in Anger, Journal Writing, etc. I attended four this year. In order to integrate concepts presented more fully, I would appreciate a weekend to explore these further. Perhaps a package of these with a cover, title, theme.

- I need a little more structure - just an outline (on paper). This workshop requires more time to explore the material. Touching on the surface doesn't give me time to integrate the material together.
- Make it a two-day seminar.
- Do a few Tai Chi exercises before starting. It really helps.
- More of a variety of workshop methods, i.e., additions to the theory - pairs/discussion stuff.

4. What other topics or types of workshops would you like to see sponsored?

- Stress relief, self-esteem and relaxation exercises.
- Women and Self-Esteem, Time Management
- Myers Briggs Learning Styles (useful for community building), Transtional Stages/Steps in Life, Procrastination, Why?, Reflective Practices, Journal Writing.
- Grief workshop, Women and Self-Esteem, Dealing with Difficult People.
- Journal Writing, Women and Anger, Women's Assault Prevention.
- Journal Writing, Women and Anger, Women and Self-Esteem, Dealing with Difficult People.
- Journal Writing, Women and Anger, Eating Disorders, Writing Block Workshops (with Mary Mar), Freeing Inner Creativity, Communication Skills, Women and Self-Esteem, Grief and Loss.
- Women and Self-Esteem, Journal Writing, Tai Chi
- Teenagers and Self-Esteem, Journal Writing, Homoeopathy.

5. How did you hear about the workshop?

- From a friend and saw the flyer.
- Your mailing list.
- Lacolle Centre mailing. Also reminder in Gazette, Tip Sheet column. Find reminder useful.
- Originally the Gazette, but this time I'm a repeat customer.
- Lacolle flyer
- The Gazette
- Brochure and Thursday Report
- Through a friend.
- Mailing at work.

6. **Other comments:**

- I hopew the workshop on Women and Anger will be repeated.
- Is it possible to have a weekend workshop, perhaps on Journal Writing?
- Excellent workshop.
- More workshops. Resource network for more information on different topics, outside seminars.
- Don't stop.

ANNEX B: Parker J. Palmer

DIVIDED NO MORE

A Movement Approach to Educational Reform

As I travel the country talking with faculty about the reform of teaching and learning, I meet many people who care about the subject and who have compelling visions for change. But after we have talked a while, our conversations take an almost inevitable turn. "These are wonderful ideas," someone will say, "but every last one of them will be defeated by the conditions of academic life."

That claim is usually followed by a litany of impediments to institutional reform: Teaching has low status in the academy, tenure decisions favor those who publish, scarce dollars will always go to research (or to administration, or to bricks and mortar), etc. No matter how hopeful our previous conversation has been, these reminders of institutional gridlock create a mood of resignation, even despair—and the game feels lost before play has begun.

The constancy of this experience has forced me to think more carefully about how change really happens. I have found myself revisiting an old but helpful distinction between an *organizational* approach and a *movement* approach to change. Both organizations and movements are valuable, worthy of leadership, and channels for change—and a healthy society will encourage symbiosis between the two (indeed, reform-minded administrators often welcome movement energies). But when an organizational mentality is imposed on a problem that requires movement sensibilities, the result is often despair. I believe that some of us are making precisely that mistake when it comes to the reform of teaching and learning.

The organizational approach to change is premised on the notion that bureaucracies—their rules, roles, and relationships—define the limits of social reality within which change must happen. Organizations are essentially arrangements of power, so this approach to change asks: "How can the power contained within the boxes of this organization be rearranged or redirected to achieve the desired goal?" That is a good question—except when it assumes that bureaucracies are the only game in town.

This approach pits entrenched patterns of corporate power against fragile images of change harbored by a minority of individuals, and the match is inherently unfair. Constrained by this model, people with a vision for change may devote themselves to persuading powerholders to see things their way, which drains energy away from the vision and breeds resentment among the visionaries when "permission" is not granted. When organizations seem less interested in change than in preservation (which is, after all, their job), would-be reformers are likely to give up if the organizational approach is the only one they know.

But our obsession with the organizational model may

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BY PARKER J. PALMER

PHOTO BY DAVID ASCHKENASY/MAGNUM

suggest something more sinister than mere ignorance of another way. We sometimes get perverse satisfaction from insisting that organizations offer the only path to change. Then, when the path is blocked, we can indulge the luxury of resentment rather than seek an alternative avenue of reform—and we can blame it all on external forces rather than take responsibility upon ourselves.

There is a part of human nature that would rather remain hopeless than take the risk of new life. It is not uncommon for academics to be driven by this "death wish," even (and perhaps especially) the most idealistic among us. The most vigorous resistance to the movement model may come from reformers who have been defeated on one front and are too weary to open another. Sometimes it is easier to live with the comfort of despair than with the challenge of knowing that change can happen despite the inertia of organizations.

The Movement Way

But there is another avenue toward change: The way of the movement. I began to understand movements when I saw the simple fact that nothing would ever have changed if reformers had allowed themselves to be done in by organizational resistance. Many of us experience such resistance as checkmate to our hopes for change. But for a movement, resistance is merely the place where things begin. The movement mentality, far from being defeated by organizational resistance, takes energy from opposition. Opposition validates the audacious idea that change must come.

The black liberation movement and the women's movement would have died aborning if racist and sexist organizations had been allowed to define the rules of engagement. But for some blacks, and for some women, that resistance affirmed and energized the struggle. In both movements, advocates of change found sources of countervailing power outside of organizational structures, and they nurtured that power in ways that eventually gave them immense leverage on organizations.

The genius of movements is paradoxical: They abandon the logic of organizations in order to gather the power necessary to rewrite the logic of organizations. Both the black movement and the women's movement grew outside of organizational boundaries—but both returned to change the lay, and the law, of the land. I believe that the reform of teaching and learning will happen only if we who care about it learn to live this paradox.

What is the logic of a movement? How does a movement unfold and progress? I see four definable stages in the movements I have studied—stages that do not unfold as neatly as this list suggests, but often overlap and circle back on each other:

- Isolated individuals decide to stop leading "divided lives."
- These people discover each other and form groups for mutual support.
- Empowered by community, they learn to translate "private problems" into public issues.
- Alternative rewards emerge to sustain the movement's vision, which may force the conventional reward system to change.

I want to explore these stages here, but not simply in remembrance of things past. By understanding the stages of a movement, some of us may see more clearly that we are engaged in a movement today, that we hold real power in our hands—a form of power that has driven real change in recent times. Knowing our power, perhaps we will have less need or desire to succumb to the sweet despair of believing that organizational gridlock must have the last word.

Choosing Integrity

The first stage in a movement can be described with some precision, I think. It happens when isolated individuals make an inner choice to stop leading "divided lives." Most of us know from experience what a divided life is. Inwardly we feel one sort of imperative for our lives, but outwardly we respond to quite another. This is the human condition, of course; our inner and outer worlds will never be in perfect harmony. But there are extremes of dividedness that become intolerable, and when the tension snaps inside of this person, then that person, and then another, a movement may be underway.

The decision to stop leading a divided life, made by enough people over a period of time, may eventually have political impact. But at the outset, it is a deeply personal decision, taken for the sake of personal integrity and wholeness. I call it the "Rosa Parks decision" in honor of the woman who decided, one hot Alabama day in 1955, that she finally would sit at the front of the bus.

Rosa Parks' decision was neither random nor taken in isolation. She served as secretary for the local NAACP, had studied social change at the Highlander Folk School, and was aware of others' hopes to organize a bus boycott. But her motive that day in Montgomery was not to spark the modern civil rights movement. Years later, she explained her decision with a simple but powerful image of personal wholeness: "I sat down because my feet were tired."

I suspect we can say even more: Rosa Parks sat at the front of the bus because her soul was tired of the vast, demoralizing gap between knowing herself as fully human and collaborating with a system that denied her humanity. The decision to stop leading a divided life is less a strategy for altering other people's values than an uprising of the elemental need for one's own values to come to the fore. The power of a movement lies less in attacking some enemy's untruth than in naming and claiming a truth of one's own.

There is immense energy for change in such inward decisions as they leap from one person to another and outward to the society. With these decisions, individuals may set in motion a process that creates change from the inside out. There is an irony here: We often think of movements as "confrontational," as hammering away at social structures until the sinners inside repent—and we contrast them (often invidiously) with the "slow, steady,

The genius of movements is paradoxical: They abandon the logic of organizations in order to gather the power necessary to rewrite the logic of organizations.

faithful" process of working for change from within the organization. In truth, people who take an organizational approach to problems often become obsessed with their unyielding "enemies," while people who adopt a movement approach must begin by changing themselves.

I meet teachers around the country who are choosing integrity in ways reminiscent of Rosa Parks. These faculty have realized that even if teaching is a back-of-the-bus thing for their institutions, it is a front-of-the-bus thing for them. They have realized that a passion for teaching was what animated their decision to enter the academy, and they do not want to lose the primal energy of their professional lives. They have realized that they care deeply about the lives of their students, and they do not want to abandon the young. They have realized that teaching is an enterprise in which they have a heavy investment of personal identity and meaning —and they have decided to reinvest their lives, even if they do not receive dividends from their colleges or from their colleagues.

For these teachers, the decision is really quite simple: Caring about teaching and about students brings them health as persons, and to collaborate in a denial of that fact is to collaborate in a diminishment of their own lives. They refuse any longer to act outwardly in contradiction to something they know inwardly to be true—that teaching, and teaching well, is a source of identity for them. They understand that this refusal may evoke the wrath of the gods of the professions, who are often threatened when we reach for personal wholeness. But still, they persist.

What drives such a decision, with all its risks? The difference between a person who stays at the back of the bus and "sits on it" and one who finally decides to sit up front is probably lost in the mystery of human courage. But courage is stimulated by the simple insight that my oppression is not simply the result of mindless external forces; it comes also from the fact that I collaborate with these forces, giving assent to the very thing that is crushing my spirit. With this realization comes anger, and in anger is the energy that drives some people to say: "Enough. My feet are tired. Here I sit."

These people have seized the personal insight from which all movements begin: No punishment can possibly be more severe than the punishment that comes from conspiring in the denial of one's own integrity.

Corporate Support

But the personal decision to stop leading a divided life is a frail reed. All around us, dividedness is presented as the sensible, even responsible, way to live. So the second stage in a movement happens when people who have been making these decisions start to discover each other and enter into relations of mutual encouragement and support. These groups, which are characteristic of every movement I know about, perform the crucial function of helping the Rosa Parks of the world know that even though they are out of step, they are not crazy. Together we learn that behaving normally is sometimes nuts but seeking integrity is always sane.

Often, when I offer a workshop on the reform of teaching and learning, a professor will come to me privately and say: "I agree with you about these things—but I am the only one on this campus who feels that way." Later in the day, two or three more faculty will take me aside and say the same thing. By evening I have spoken to eight or ten people who are committed to good teaching but are quite sure they are alone in these convictions on their campus.

While stage one is strong on many campuses, stage two is less well developed. Faculty who have decided to live "divided no more" are often unaware of each other's existence—so weak are the communal structures of the academy, and so diffident are intellectuals about sharing such "private" matters. It is difficult for faculty to seek each other out for mutual support. But it is clear from all great movements that mutual support is vital if the inner decision is to be sustained—and if the movement is to take its next crucial steps toward gathering power.

Where support groups do exist, they assume a simple form and function. Six or eight faculty from a variety of departments agree to meet on a regular but manageable schedule (say, once every two weeks) simply to talk about teaching. (The mix of departments is important because of the political vulnerability faculty often feel within their own guild halls.) They talk about what they teach, how they teach, what works and what doesn't, and—most im-

portant of all—the joys and pains of being a teacher. The conversations are informal, confidential, and, above all, candid. When you ask these people how they manage to add one more meeting to their crowded schedules, the answer often is: "This kind of meeting is not a burden, but a relief. It actually seems to free up my time."

Some of these groups have evolved ground rules for conversation, and—on the evidence of other movements—such rules are vital if these groups are to flourish. Rules may be especially vital in the academy, where real conversation is often thwarted by a culture that invites posturing, intimidation, and keeping score. Ground rules cannot create new attitudes, but they can encourage new behavior.

For example, the ground rules may say that each person gets an opportunity to speak—but when the others respond, they may respond only with questions that will help the speaker clarify his or her inner truth. They may not criticize, give advice, offer pity, or say "tsk, tsk" when it turns out one has not read the latest book. The questions-only rule encourages real listening by banning one-upping, amateur psychoanalysis, quick "fixes," and all the other ways we have of walling ourselves off from each other. Of course, people are always free to ask for help with the problems they face. But problem-solving is not the primary purpose of these gatherings. Their purpose is to wrap the individual's inner decision in a resolve that can only come from being heard by a supportive community.

At the moment, I suspect, more women than men are coming together on campus in support groups of this sort. The reason, I think, is simple: Women who care about teaching are involved in two movements at once—one in support of teaching, another in support of women in the academy—so they have double need of communal sustenance. Perhaps they have heard and heeded the admonition of Margaret Mead: "Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it's the only thing that ever has."

Going Public

The third stage of a movement has already been implied. As support groups develop, individuals learn to translate their private concerns into public issues, and they grow in their ability to give voice to these issues in public and compelling ways. To put it more precisely, support groups help people discover that their problems are not "private" at all, but have been occasioned by public conditions and therefore require public remedies.

This has been the story of the women's movement (and of the black liberation movement as well). For a long time, women were "kept in their place" partly by a psychology that relegated the pain women felt to the private realm—grist for the therapeutic mill. But when women came together and began discovering the prevalence of their pain, they also began discerning its public roots. Then they moved from Freud to feminism.

The translation of private pain into public issues that occurs in support groups goes far beyond the analysis of

PHOTO BY ROBERT PAZ/CALIFORNIA INSTITUTE OF TECHNOLOGY

Rules may be especially vital in the academy, where real conversation is often thwarted by a culture that invites posturing, intimidation, and keeping score.

When the language of change becomes available in the common culture, people are better able to name their yearnings for change, to explore them with others, to claim membership in a great movement.

issues; it also empowers people to take those issues into public places. It was in small groups (notably, in churches) that blacks were empowered to take their protest to the larger community—in songs and sermons and speeches, in pickets and in marches, in open letters and essays and books. Group support encourages people to risk the public exposure of insights that had earlier seemed far too fragile for that rough-and-tumble realm.

I am using the word "public" here in a way that is more classical than contemporary. The public realm I have in mind is not the realm of politics, which would return us to the manipulation of organizational power. Instead, to "go public" is to enter one's convictions into the mix of communal discourse. It is to project one's ideas so that others can hear them, respond to them, and be influenced by them—and so that one's ideas can be tested and refined in the public crucible. The public, understood as a vehicle of discourse, is pre-political. It is that primitive process of communal conversation, conflict, and consensus on which the health of institutionalized power depends.

Many would argue, of course, that our public process is itself in poor health and cannot be relied upon for remedies. These critics claim that there is no longer a public forum for a movement to employ. But historically, it is precisely the energy of movements that has renewed the public realm; movements have the capacity to create the very public they depend on. However moribund the public may be, it is reinvigorated when people learn how to articulate their concerns in ways that allow—indeed, compel—a wider public to listen and respond.

Today, educational reform is becoming a focus of public discourse, and will become an even sharper focus if the movement grows. Many books have been written on the subject, and some—for better or for worse—have become best-sellers. Speakers roam the land planting seeds of change in workshops and convocations. New associations advance the cause of change in national and regional gatherings (and faculty who feel isolated on their own campuses seek them out as desert nomads seek oases). Well-established national associations have taken reform as an agendum.

Even more remarkable, the movement for educational reform has been joined by publics far beyond the walls of the academy. Parents, employers, legislators, and columnists are calling for more attention to teaching and learning, and their calls are insistent. Recently, a coalition of major accounting firms used the language of collaborative learning to press the agency that accredits business schools toward the reform of business education. At moments like that, one knows that "going public" can make a difference.

Because this activity does not always have direct political impact, some skeptics may call it "mere words." But this criticism comes from an organizational mentality. By giving public voice to alternative values we can create something more fundamental than political change. We can create cultural change. When we secure a place in public discourse for ideas and images like "collaborative learning," we are following those reformers who minted phrases like "affirmative action" and made them the coin of the realm. When the language of change becomes available in the common culture, people are better able to name their yearnings for change, to explore them with others, to claim membership in a great movement—and to overcome the disabling effects of feeling isolated and half-mad.

Alternative Rewards

As a movement passes through the first three stages, it develops ways of rewarding people for sustaining the movement itself. In part, these rewards are simply integral to the nature of each stage; they are the rewards that come from living one's values, from belonging to a community, from finding a public voice. But in stage four, a more systematic pattern of alternative rewards emerges, and with it comes the capacity to challenge the dominance of existing organizations.

The power of organizations depends on their ability to reward people who abide by their norms—even the people who suffer from those norms. A racist society depends on

a majority who are rewarded for keeping the minority "in its place"—and on a minority willing to stay there. But as members of either group discover rewards for alternative behavior, it becomes more difficult for racism to reign. An educational system that ignores human need in favor of a narrow version of professionalism depends on a reward system that keeps both faculty and students in their place. But as soon as rewards for alternative behavior emerge for either group, it becomes more difficult for reform to be denied its day.

What are the alternative rewards offered by a growing movement? As a movement grows, the meaning one does not find in conventional work is found in the meaning of the movement. As a movement grows, the affirmation one does not receive from organizational colleagues is received from movement friends. As a movement grows, careers that no longer satisfy may be revisioned in forms and images that the movement has inspired. As a movement grows, the paid work one cannot find in conventional organizations may be found in the movement itself.

Ultimately, as a movement grows, conventional organizations are more and more likely to create spaces where movement-style work can be done. Forty years ago, anyone working openly for "equal opportunity" might have had a hard time getting paid work of any sort. Today, many organizations are required to pay someone to serve as their Equal Employment Opportunity officer. Similarly, black and feminist scholars whose insights have long been unwelcome in the academy are not only employable today, but are often recruited with vigor.

In stage one, people who decide to live "divided no more" find the courage to face punishment by realizing that there is no punishment worse than conspiring in a denial of one's own integrity. That axiom, inverted, shows how alternative rewards can create cracks in the conventional reward system and then grow in the cracks: People start realizing there is no reward greater than living in a way that honors one's own integrity. Taken together, the two axioms trace a powerful vector of a movement's growth—from rejecting conventional punishments to embracing alternative rewards.

These alternative rewards may seem frail and vulnerable when compared to the raises and promotions organizations are able to bestow upon their loyalists. So they are. Integrity, as the cynics say, does not put bread on the table. But people who are drawn into a movement generally find that stockpiling bread is not the main issue for them. They have the bread they need and, given that, they learn the wisdom of another saying: "People do not live on bread alone." We live, ultimately, on our integrity.

As we explore this fourth stage, where movements return to intersect with organizations, it is important to recall that a healthy society is one in which organizations and movements are related symbiotically—as the case of black and feminist scholars will show. Without movements, such scholars would not be bringing new life to organizations; without organizations, such scholars would not have found ways to sustain careers.

But now that black and feminist scholars have found an academic niche, the need for the movement is not gone. Organizations often employ critics in order to contain them. By placing these scholars in air-tight departments, the academy may yet be able to keep them from breathing new life into the places where education is oxygen-starved. Indeed, the academic culture often inhibits black and feminist scholars themselves from teaching in ways that honor their own insights. The movement has succeeded, but the movement is still needed.

Of course, the educational reform movement is not fulfilled when the academy grants a toehold to nontraditional scholars, any more than the black liberation movement is fulfilled by a society that "allows" blacks to make a life on its margins. The movement will persist until the obvious is acknowledged: Teaching has as much right to full status in the academy as any other academic function—research, athletics, administration, lobbying, fund-raising—and it may have even more right than some! Teaching simply *belongs* in the academy, and there is no need to defend that claim.

The defense, if any, must come from those who have promoted a concept of higher education so bizarre that it can ignore the question of how and why we teach and learn. We are at a moment in the history of education when the emptiness of that concept is clear—a moment when real progress on reform is possible. There is much to be done that I have not named here, from revisioning teaching as a legitimate form of scholarship (building on the superb work of the Carnegie Foundation) to developing more sophisticated strategies for change. But in the midst of those complexities, we must remember that all great movements start simply: A few people feel the pain of the divided life and resolve to live it no more. In that resolve is the power to live our moment to its full potential.

Postscript

Though the stages I have sketched here have historical warrant, they obviously comprise an "ideal type," a schematic version of how movements happen that is smoother and more hopeful in the writing than in the living. Movements offer no guarantees of success. But neither do organizations, nor life itself. What movements *do* offer is a creative channel for energies that might otherwise be extinguished. They offer us an alternative to the despairing cynicism that is the constant snare of contemporary professional life.

Different people will find themselves at different stages of a movement. Some will want to make a decision against dividedness, some will need to join with others for support, some will have to learn how to "go public," and some will try to find alternative rewards. Every stage has a contribution to make—not only to the cause, but to the person.

At every stage of a movement there is both power to help change happen and encouragement for disheartened souls. Wherever we are on this journey, a step taken to renew our spirits may turn out to be a step toward educational renewal—once we understand the movement way. □

ANNEX C: Ann Scofield: Transformative Theatre

TRANSFORMER

ANN SCOFIELD

and Transformative Theatre

In the fall of 1989, I was desperate, I had not written a play in two years. I did not understand why I had stopped writing, but I was filled with anxiety about what was becoming a serious creative block. Then I saw an advertisement for Ann Scofield's Transformative Theatre Workshop for Women, sponsored by the Lacolle Centre for Educational Innovation at Concordia University. It promised work on creativity through storytelling, improvisation, movement and ritual play, led by an experienced theatre director. Opportunities for this kind of work are scarce in Montreal, and I clearly needed help, so I signed up for an eight-week session.

***by* SUSAN POTEET**

Scofield asked each participant to bring a written statement to the first meeting about why we were taking the workshop. Facing and describing my creative block was the first step on a journey back to my artistic roots and the first step toward a renewed creativity.

In Scofield's workshop, I was able to start over, to examine myself and to find out what demanded to be expressed. I was surprised at how personal my needs for self expression were — how compelling the desire to tell my own story, explore my own roots, become my mother, repossess my little child. I brought a doll given to me on my first birthday to the third meeting of the workshop. I also brought several hundred feet of red ribbon. I wrapped the doll in the red ribbon. At each meeting new elements were added, so that by the end of the session I had a 10-minute solo performance piece, mostly movement with very few words. But I still didn't have access to a voice, to my voice. As I continued taking new sessions, I began to work with an early adolescent fantasy about mirrors which inspired many improvisations. I found my own voice again, and while this work did not result in a finished piece, I am continuing to develop a new and more personal idiom.

Ann Scofield is a theatre visionary. Through a process which she has refined and developed over the last 20 years, the work she assists and the artists who participate in these creations are transformed and transforming. Scofield's work is multidisciplinary in outlook, as well as wide ranging in its background and influences: it includes a feminist political analysis, a critique of modern industrialized society, and incorporates the psychological/spiritual insights which have grown out of a Jungian vision of the collective consciousness. In Scofield's work, theatre becomes the means for personal, spiritual, and social transformation, moving it away from its modern focus as entertainment back to its roots in ancient ritual, storytelling and play, away from a consumer product back to an activity in which everyone can participate.

Recently the focus of Ann Scofield's work is *Transformative Theatre: Creative Workshops for Women.* In these eight-week workshops, as well as specialized summer intensives, Scofield invites the seven to nine participants — women from all walks of life: artists, dancers, performers, writers, educators, social workers — to examine their own creative process, to draw upon images, themes, experiences and concepts that have particular vitality and substance for them personally, and to take this material and begin to improvise with it, physically, verbally, alone and with the group. A typical session will have a balance of both

collective laboratory work and individual showings of work-in-process, followed by discussion and feedback from group members. There is time and space for each woman to show work at any stage of development; the other participants contribute vital insights, frequently becoming performers in the developing improvisations, yet each member of the group retains the rights of the creator over her own work, and can accept or reject others' suggestions or participation.

Scofield is, in a large part, responsible for the workshops' values: "I think of myself as having a balancing function. When a woman calls to inquire about the Workshop I tell her I am not a 'director' in the conventional sense of the word, and that most of what she does in the Workshop will depend on the choices she makes; I will not tell her what to do. I get a better sense of how she works and where she wants to go, I will offer my thoughts for her to use or not, as she wishes. The balancing function relates to all areas of the work, from technical points to more philosophical or psychological issues. I invite women to engage in dialogue with others, as well as with conflicting 'inner' voices that often hold us back, the acquired 'should' and 'shouldn'ts' that sometimes keep us from realizing our innate authority as creative individuals. I also encourage participants to acknowledge the spectrum of their feelings, to value their ideals and talents, and to perceive their lives and works as important, one of a kind, events."

Among the many reasons that bring women to work with her, Scofield has identified three which guide women through the workshops. The first is self-expression. For women this may be a more compelling need, since so much artistic expression — especially theatre — stereotypes and trivializes women and their experience. The second compelling theme Scofield describes with the term 'remembrance'. She feels that in modern society many have a 'fear of expression', that they must recognize and give form to the need to express themselves. Improvisation (another word she uses here is "play") provides the key to remembrance of the world of childhood, a world where all creative possibilities are still open. Finally there is the need, often unrecognized, shoved aside or buried in our hurried world, to honour life's passages. It is this aspect of the work which calls forth the often strongly ritual nature of the work in Scofield's workshops.

Scofield's workshops made me aware of how completely my experience as a woman is denied in much theatre. There are no ingenues in her workshops; not many madonnas or whores either. But more than that, linear plots are missing. There are no protagonists who single-mindedly pursue their goals, blocked by antagonists who stand in their way. Sometimes it seems like the group is circling around a truth rather than pursuing a goal. And the characters who are circling are strong, unique individuals who rage and curse and weep, who gather up their will and struggle to empowerment.

What makes Transformative Theatre unique is the way Scofield has been able to integrate the elements of her technique into an effective theatrical medium. A quick

In Scofield's work, theatre becomes the means for personal, spiritual, and social transformation...

tour through her background shows the key elements and how she came to put them together.

Scofield locates the beginning of her personal theatre odyssey in 1963 when she and a group of fellow Antioch College students created a repertory theatre called The Loft which presented works of the current avant-garde: Brecht, Genet, Bruchner. It was here that she created her first original piece, *An Evening of Poet's Theatre* which presented the works of Corso, Ginsberg, and Ferlinghetti, using classical music and slides.

After college Scofield began acting professionally. In the early 70's she worked with the San Francisco Actor's Workshop and then the Magic Theatre in Berkeley. It was a revolutionary environment with a strong male energy, but she found herself playing a dumb blonde, a self-debasing sexual object.

One night after seeing a video of her performance, Scofield had a moment of truth and realized how far she was from the joyful Poet's Theatre piece 10 years earlier. She was typecast as an ingenue, a stereotype (she was beginning to see) that had no basis in her own experience or in the experience of women in general. It was empty of meaning and feeling, so her work as an actress was becoming empty and meaningless as well. This experience was so profound that she stopped working in the theatre. Her life took a very different direction, as she spent three years working for the Tibetan Buddhist Naropa Institute in Boulder, Colorado. Her contact with this highly spiritual religion has had a profound and lasting effect on both Scofield and her work.

Three years later, in Sante Fe, New Mexico, a friend asked Scofield to be in a play written by Denise Chavez. Hesitantly, she agreed. It was a challenging role and she found her skills tested by trying to embody the strength and vulnerability of this part. Scofield was hooked again. She began working with other strong women, developing work around Third World and women's issues.

In 1977 Scofield set up the Sante Fe Theatre Project with Clayton Campbell, a visual artist. They developed one piece a year, a pace she still maintains is the only one which will allow work of sufficient depth and meaning to be created. Both were influenced by the ensemble improvisational techniques developed by Joseph Chaikin at the Open Theatre in New York City, and by the work of Jerzy Grotowski. Initially Scofield was drawn to Grotowski's concept of unmasking, something which is still very important in her work. The idea of the holy actor informs her treatment of workshop members and their work. She was touched by Grotowski's questioning of who theatre is for, and she shares his interest in the spiritual side of theatre and ritual. Since the '70s, her work has developed parallel to Grotowski's, but she is strongly critical of his godlike stance, since one of her major concerns is demystifying power and authority.

In the third year of the Sante Fe Theatre Project, Scofield, with the assistance of five actresses, developed a piece on the lives of women. They worked in the round, each actor having a station with a central playing area which became a transformative space, using memories, magic and the world of childhood but she still clung to the idea of a linear narrative with a single protagonist. But after eight months, the linear progression refused to work. To gain some perspective, Scofield took a 10-day break in the mountains of New Mexico. Inspired by the setting, she made contact with her theatre touchstone, the four-year-old who plays freely. She also remembered that her seminal piece, the Loft production of *Poet's Theatre*, did not have a linear plot with a protagonist. Back at work in Sante Fe, she felt confident that if she trusted the images that persisted, the piece would find its own form. A week before opening, an order was found after, Scofield wryly comments, nine months' labour.

The work, entitled *Women's Performance Piece*, was extremely successful. In the fall of 1980 Anne Scofield found herself in New York City, excited by the work being done by Maria Irene Fornes, The Wooster Group, Mabou Mines, and the Iowa Theatre Lab. She began working with Jean Erdman's Theatre of the Open Eye. Erdman, Joseph Campbell's wife, was interested in mythology, and it was here that Scofield came in contact with the work of Jung and his archetypal psychology, another interest which has been integrated into her workshops.

In 1982 Ann Scofield offered her first Transformative Theatre workshop for professionals. When she moved to Vermont in 1985, the workshops were opened to include all women. Three years later, she came to Montreal where she continues to offer her workshops.

As a director, Scofield has always worked very deeply with the underlying emotions of the characters. In the workshops, she has "thrown out the text and just focuses on the real stuff." This is particularly liberating for women because the traditional roles are usually so lousy that women really have to stretch to believe and give life to them.

Scofield feels that she has found a new form. She has become interested in women's creative process. She encourages women from all backgrounds, all age groups, all professions to break down walls that divide disciplines, age groups, roles. In her workshops women can drop their masks

Transformative theatre for women grew from a love-hate relationship

by Silvia Cademartori

It was a love-hate relationship. Love of the theatre, combined with a distaste for its often stereotypical, one-dimensional roles, moved Ann Scofield to start a theatre workshop for women. Now in its third year in Montréal, Transformative Theatre workshops are being offered in conjunction with the Lacolle Centre for Educational Innovation.

The goal of the women's workshop is not to mount a play. In fact, there is no production at the end of the eight weeks and the workshop is not an acting class. Scofield wants to encourage women with no artistic background to express themselves creatively and learn from other women's creativity. With demanding schedules and hectic professional lives, many women bury their talents, she said.

"There are few Rosie O'Neills in theatre or film," said Scofield, referring to the independent character on the television show of the same name.

"Women play mothers, daughters, prostitutes or ingénues. I don't know how many ingénues I've played. They don't exist. Yet if you read plays, that's the main character for a woman under 30. Ingénues are an excuse for not telling the real story of a woman."

Improvised skits to body painting

Scofield, who got her start in theatre 30 years ago playing a maid, didn't abandon the stage in disgust. Instead, she decided to create an alternative. As an actress in New York, she started conducting creative workshops, using writing, improvisation, storytelling, music, dialogue, dance and other forms of self-expression.

Transformative Theatre in Sante Fe, New Mexico, in the late 1970s, when she developed a full-length play based on stories from women's childhood and adult lives. The play caught the eye of a Broadway producer and Scofield was off to New York. A production didn't materialize, but Scofield began animating theatre workshops for women on the same theme. She also taught theatre classes at Goddard College in Vermont before arriving in Montréal.

PHOTO Helen Hall

Ann Scofield

Concordia English Professor Bina Freiwald became interested in Transformative Theatre after a friend took the workshop. She experienced everything from improvised skits to body painting, a ritual dance and chanting.

"I was so impressed. There was so much creativity, and no pre-set rules. It unleashed incredible energy in everyone. I came out knowing a range of women's stories and life experiences from women from different cultures and professions, whom I would otherwise would never have heard from," said Freidwald.

Scofield, a 47-year-old native of Chicago, starts her workshops by having women share notes they bring to the first class and "takes off from there."

Scofield began what was to become

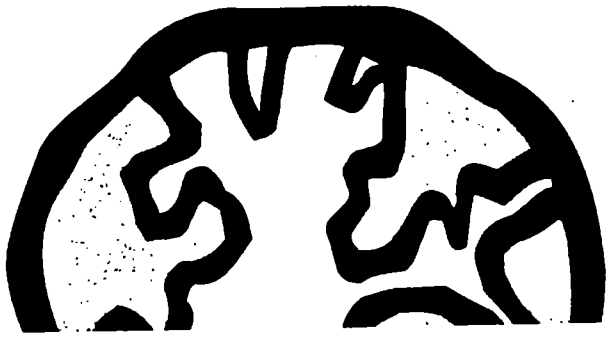
See THEATRE page 10

The workshops, sponsored by the Lacolle Centre, have attracted women as old as 70. They take place on Tuesdays and Wednesdays starting the week of Oct. 14, and run through the week of Dec. 2. Day sessions may be added if there is enough demand for them.

For more information, call the Lacolle Centre at 848-4955 or call Ann Scofield at 499-0783.

ANNEX D: The Nomad Scientists

GREEN SCREENS



Selected list of resource persons and documentation centres in Quebec.

WHALES

Beluga - Pierre Béland - St. Lawrence National Institute of Ecotoxiology, 3872 Park Lafontaine, Montreal, Quebec H2L 3M6 Tel. 514-524-8711

Beluga & Marine Park - Leone Pippard, Canadian Ecology Advocates, 20 rue de l'Eglise, St-Jean, I.O., Quebec GOA 3WO, Tel. 418-829-1145 Fax 1276

Société Linnéenne du Québec Inc., 1675 Ave. du Parc, Sainte-Foy, Québec G1W 4S3 Tel. 418-237-4383 (summer), 418-653-8186 (Québec)

Blue Whale - Richard Sears, Minigan Island Cetacean Study, 285 Green St., St-Lambert, Quebec J4P 1T3, Tel. 514-465-9176

Right Whale - Moira Brown/Randall Reeves, East Coast Ecosystems, 17000 Pierrefonds Blvd., Apt. 11, Pierrefonds, Quebec H9J 2V3

ANIMATION IN MARINE BIOLOGY

Diane Brown - 761 Campbell Ave., Greenfield Park, Quebec J4V 1Y8 Tel. 514-671-3011

Michèle Laferrière - Huntsman Marine Science Centre, Tel. 514-658-5762

ANIMATION FIELD NATURALISTS

Nomad Scientists - 7141 Sherbrooke St. West, Concordia University, Lacolle Centre, Montreal, Quebec H4B 1R6 Tel. 514-848-4955

POLLUTION

STOP - 716 rue St-Ferdinand, Montreal, Quebec H4C 2T2 Tel. 514-932-7267

Société pour Vaincre la Pollution - 445, St-François-Xavier, Montreal, Quebec H2Y 2T1 Tel. 514-844-5477, 844-1446

RESOURCE CENTRES

Social Justice Committee of Montreal - 1857 boul. de Maisonneuve, 3rd Floor, Montreal, Quebec H3H 1J9 Tel. 514-933-6797

Centre for Developing Area Studies (Tues. & Fri. 10 a.m. - 5 p.m.) - 3715 Peel St., Documentation Centre, Montreal, Quebec H3A 1X1 Tel. 514-398-3509

Ecological Agriculture Projects - Macdonald College, P.O. Box 191, Ste-Anne-de-Bellevue, Quebec H9X 1C0 Tel. 514-398-7771

N.F.B. Film & Video Library
Complexe Guy-Favreau
200 René Levesque Blvd. West
Montreal, Quebec
Tel.: 283-4823
1-800-363-0328 (Toll free in Quebec)

National Film Board of Canada Office national du film du Canada

Nomad Scientists

The Nomad Scientists are a group of educators dedicated to spreading the wonder of science and nature. True to their name, they travel the country, exciting imaginations and helping to make science fun. But make no mistake, they are no mad scientists! The Nomads act as "curiosity catalysts" to help the school, the home and the community become more science literate. Although their main focus is children aged 4-10, Nomad Scientists have reached people from all walks of life: in isolated rural communities, senior citizen homes, hospitals and institutes for disabled persons.

The Nomads were founded in Montreal in 1985 by science educators as an outreach initiative of the Lacolle Centre at Concordia University. The Nomads teach science through theatrical shows and lively chemistry and physics demonstrations. Travelling science and nature presentations include: insects and crawly creatures, the tropical rain forest, environmental pollution, marine life, plants and animals, and prehistoric life. Children are given the opportunity to touch interesting specimens and to ask questions. The Nomads also organize field trips that allow children to explore the natural world.

When not performing, the Nomads are busy researching and writing material for educators such as ***Link Science: A Hands-On Approach to the Environment***, published in 1990. This book is designed for educators of children aged 5-12, and is distributed across North America and in the United Kingdom.

The environment is a major focus of most Nomad activities. The group was recognized by the Montreal Gazette in April 1991 at the 50 Plus Conference of the Environment, where they received an award for their innovative approach to promoting environmental awareness among children.

The Nomad approach to science is discovery — learning through personal involvement and sharing: learning together. Future plans include establishing a Nomad tribe in British Columbia. Nomad services are bilingual.

Contact:
Nomad Scientists
Lacolle Centre
Concordia University
7141 Sherbrooke St. West
Montreal, Quebec
H4B 1R6
TEL: (514) 848-4955

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Canada, Ottawa, 1991
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ON THE ROAD AGAIN

Daigle and Spanier land in St. Augustine

THE VILLAGE OF ST. AUGUSTINE, nestled at the mouth of the St. Augustine River on the Lower North Shore, was a beehive of activities during a recent QFHSA and Nomad Scientists Exchange Week. "Creating a Learning Environment in the Home, The School and the Community" was the theme.

This was co-sponsored by the Coasters, a Lower North Shore community-based organization, and St. Augustine School.

It was an incredible week, with dynamic community leaders representing parents, teachers, youth leaders, church representatives, the Coasters, the radio station CJAS and the adult literacy co-ordinator. Focusing on the meaning of literacy in Canada's information-based society and highly technological world, Marion Daigle, QFHSA Literacy Director, and 'Space Commander' Harold Spanier, of Nomad Scientists, emphasized the need for every community to examine the social, economic, educational and cultural needs related to having a literate environment for youth now and in the future.

The community, population 700, has a rich pool of human resources already working on activities for youth, but realized that with a focus on literacy skills, their goals for their children's future are now much clearer.

During the week, Marion and Harold introduced reading and science projects in the community — Storytime for preschoolers; Read Canada's Reading Circles; Rock n'Roll n'Reading for high schools; the great Cosmic Adventure and Rain Forest presentation for K-6 children; and Reading, Writing and Radio for teens. In addition, Harold went 'live' for an hour at the local radio station, CJAS, beaming out to several communities on science and the environment — songs, poems, stories and an imaginative 'space commander' segment.

Grade 1 and 2 children in St. Augustine, ham for the camera with, from left, top row, Dennis Murray, principal, Cathy Chenier, adult literacy director, Marion Daigle, QFHSA and Debbie Bursey, substitute teacher and parent.

An Open House on the last evening featured families sharing in the week's activities. Both Marion and Harold met with local people while exploring the village on foot. Harold, in particular, had school children guiding him on 'science' adventures throughout the week.

An Evening for Action, as a follow-up to the Literacy Exchange, co-ordinated the following ideas for community projects to build a learning environment:

Survivors — The youth club will continue to teach leadership skills and will probably expand with reading activities and with science and the environment activities; e.g. to work towards an Earth Day project in April, 1992. In addition, another parent is interested in having a youth group for older elementary children — a good focus to lead into Survivors.

Pre-School Reading and Science — Cathy Chenier, Adult Literacy Co-ordinator, is interested in organizing activities around storytime and science.

Photography — Because there is a darkroom in the school, Dieter Kandler is interested in working on this activity, expanding it to include some video work. Harold Spanier has already arranged with the Saidye Bronfman Centre to donate some equipment. Dieter is busy recruiting fathers and young male adults to assist him.

Reading, Writing and Radio — CJAS will work on this project, keeping the radio Storytime as a feature, and also using the Literacy Resourcebook activity sheets as a resource to inform other communities about suggested projects for them. Students in St. Augustine may also have radio time to feature their work.

Community Library — An Unemployment Insurance project to set up a community library is in its infancy. The literacy exchange group is going to research this, as most were unaware it was to happen. Since it is only expected to be a 20-week project, work will be done to keep it going afterwards.

Already, Cedar Park Home and Schooler Lynn MacKrael has collected approximately 40 boxes from the Pointe Claire Library for this project. Beacon Hill Home and School has donated books, and several boxes have been contributed by the Baie d'Urfé Library.

The School — The school will continue to have its annual book sale; to organize after school Science activities; and to expand a Career Day to include an evening for the community.

Both Harold and Marion extend their thanks for the warm hospitality of the people of St. Augustine and for the privilege of being part of their future.

JANUARY 18 Picardi Marionette Theatre presents

TALES OF LIGHT FROM THE 'DARK CONTINENT'

Adaptations of traditional folk tales from five African countries showing different styles of theatrical story-telling. Live music, a set that changes,original masks and puppets create a simple magic and stunning effects that enrapture viewers of all ages. After the play a demonstration will show how the puppets are made and worked.

FEBRUARY 15 Nomad Scientists present

THE GREAT COSMIC ADVENTURE

Blast off with Space Commander on an imaginary trip to space. Zip up the old space suits and we'll search for life on unknown planets. It's a real adventure as the young space travellers avoid asteroid storms, the hot sun, and go on a Mars walk - it's all in a days work for space travellers. Who knows what we'll find as we explore the wonders of the universe and a special place called 'earth'? Nursery to Grade 6.

FEBRUARY 22 Demeter Theatre presents

TURTLE ISLAND

A play filled with music and fun for both children and adults. In this story the balance of nature has been upset. With the help of the children, Longbottom the turtle and his friends go on a journey to find the problem and fix it. An exciting adventure to be enjoyed by all.

MARCH 14 Youtheatre presents

FRIENDSHIP FABLE

A wonderful and imaginative world of music, movement and fantasy. Meet a worm that transforms into a boy and see an enchanting butterfly's metamorphosis into a girl. Witness a determined witch and battles with dragons. This beautiful play tells the tale of a boy learning about life, love and the true meaning of friendship.
Kindergarten to Grade 6.

APRIL 18 Black Theatre Workshop presents

OUR LOST HEROES

A play that chronicles important Black leaders whose significant contributions have left an indelible mark on modern society. Important facets in history that are now taken for granted have had Blacks featured at the forefront. Some important Black figures in Canadian and world history are portrayed ...
...Aesop, Matthew Da Costa, Charlotte Sophie, Garret Morgan and Mary Ann Shadd.
Six years old and up.

presented by

ALL SHOWS START AT 10:30 A.M.

453 Saint François Xavier
Old Montreal, H2Y 2T1
reservations 288-3161

Metro Place d'Armes

CENTAUR THEATRE COMPANY

FRASER-HICKSON LIBRARY
CHILDRENS DEPARTMENT - SUMMER PROGRAMS - 1991

REGISTRATION: ☎ 489-5301 (Children's Dept.). Free. Members only. Maximum 15 per group

JULY '91

SPECIAL EVENTS	AGE	TIME	REGISTER	
July Story and craft	6-8 years	every Thursday 10:30-11:30 (July 4, 11, 18 and 25)	18 June'91	series of 4 meetings
Nomad Scientists -Commotion on the ocean	PreS-K, with parent(s)	Tuesday, July 23, 10:30-11:30	25 June'91	grandparents welcome!
-Whales	grade 1-6	Tuesday, July 23, 1:30-2:30	25 June'91	more groups if necess.
Regular story time	age 3-5	every Wednesday, 2:45 p.m.	not needed	parent waits nearby

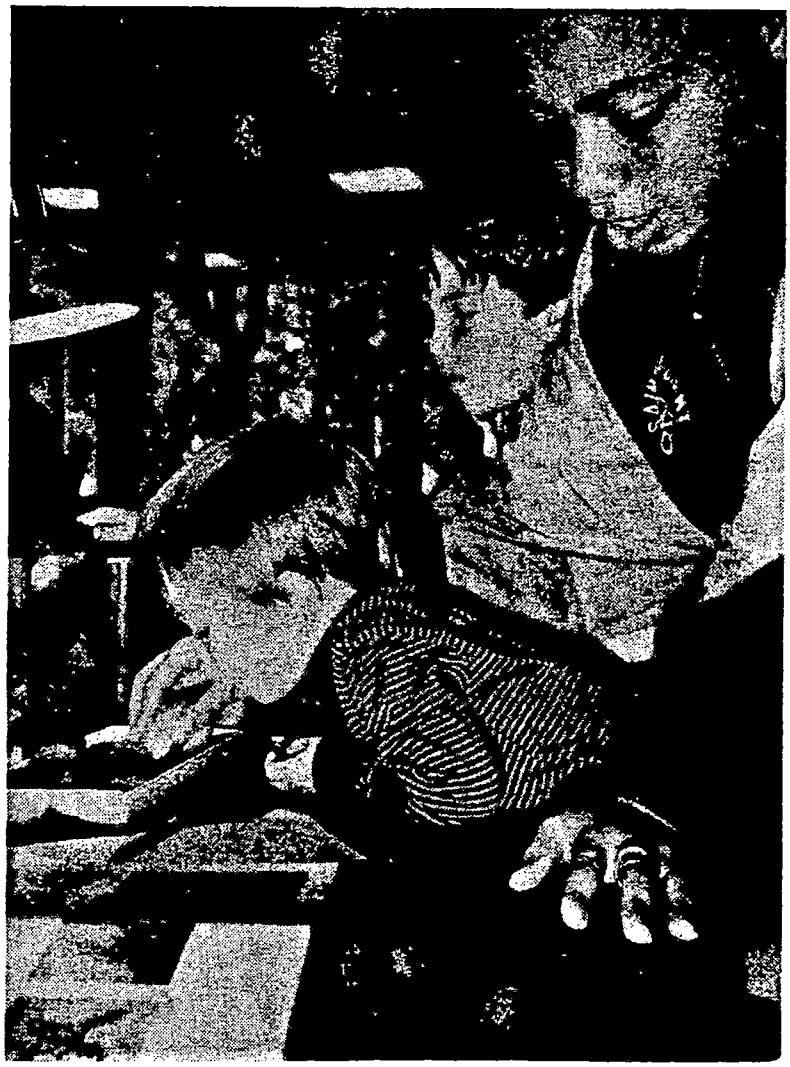
AUGUST '91

August Story and Craft	6-8 years	every Tuesday 2:00-3:00 (August 6, 13, 20 and 27)	16 July'91	series of 4 meetings
Nomad Scientists:				
-Creepy Crawley Week	all	Aug. 19-23	for all	live insect displays
-Insect Trivia Wall	grade 1-6	Aug. 19-23	for all	Participate and get butterfly bookmarks
-Insects and Creepy Crawlies-Workshops	age 3-6 with parents	Thurs. Aug.22 10:30-11:30	6 Aug'91	grandparents welcome too
" "	age 3-6 with parents	Thurs. Aug.22 3:00-4:00	6 Aug'91	grandparents welcome too
" "	grade 1-6	Thurs. Aug.22 1:30-2:30	6 Aug'91	More groups if necess.
Regular story time	age 3-5	every Wednesday 2:45 p.m.	no	parent waits nearby.

PLUS coloured WHALE bookmarks (gr.1-6)
Mrs. Mouse bookmarks (preS-K)

One each to a borrower, while they last. Series of 4. Available as follows: (1) June 21-July 12. (2) July 15-31. (3) Aug.1-16. (4) Aug.19-31.

The Monitor, Mtl. Qc Sept 3 1991



BUG WATCHERS: A number of youngsters became bug watchers at the Fraser-Hickson Library recently as Insect Week was presented by the Nomad Scientists.

PROJECT TITLE: LACOLLE CENTRE
ENVIRONMENTAL SCIENCE PROJECT

GENERAL OBJECTIVE: Direct involvement and empowerment for special needs children and youth through the use of environmental science activities.

DURATION: One year; two days per visit per group

ORGANIZATION:
The Nomad Scientists are devoted to science awareness and the development of programs offered directly to children within their own community. Programs are presently offered in Eastern Canada, where the Nomads enjoy institutional support from the Lacolle Centre for Educational Innovation, at Concordia University, in Montreal. The Nomads achieve results by using volunteers at the community level and from financial sponsorship of programs.

Across Canada, over 75,000 people have taken part in Nomad Scientists programs since 1985. The Nomads have involved children and youth with "hands-on" travelling science presentations across Canada in french and english. They have conducted programs for schools, daycares, museums and libraries throughout the country. Their programs emphasize a broad interdisciplinary approach to "hands-on" science. The Nomad Scientists have achieved positive results through community participation and commitment in the Nomad Scientists. Their work has been recognized by an award from the **Montreal Gazette**. The Nomad Scientists are listed as one of the major science organizations in Canada (**Explorations in Science Culture**, Industry, Science and Technology Canada, 1991, pg. 17).

NEEDS:
The solution of unemployment and the wise use of natural resources will require input from young people who will have to face these problems. The Nomads believe that resolving environmental threats and the wise management of natural resources will require the teaching of what some environmentalists call the "hard" sciences, meaning physics and chemistry. Employment in Computers, Math and the Natural Sciences are identified as the fastest growing jobs for the 1990's and beyond (Based on the report "Workplace Literacy: An Economic Challenge for Canada" by the Hudson Institute, 1990).

Through their work with parents, educators, other organizations, and at national conferences, the Nomad Scientists have been made increasingly aware of the need for science programs directed at young people. In their experience as educators, the understanding of science and the environment comes from fostering a sense of wonder and close personal contact with nature.

OBJECTIVES:

To improve science awareness especially for children from the inner city and troubled backgrounds, many of whom have lost interest in science. For example, a child's interest in science can be renewed by doing exciting "hands-on" activities related to everyday life, such as testing for acid rain or collecting pond samples.

To raise awareness about the environment for a population that is usually left out of the formal educational system, especially children with special needs.

To work with young people directly in creating a comfortable learning environment making the young person an "active learner".

DESCRIPTION:

The Lacolle Centre Environmental Science Camp project is a special project directed at children and junior high school aged youth from the Montreal and surrounding area. Children, parents, volunteers, and others working with youth will live, sleep and study at the Lacolle facility of Concordia University, near Lacolle, Quebec.

This project will be geared for those who have been "turned off" to science; especially disadvantaged, disabled and troubled youth as well as parents and volunteers who feel uncomfortable with the outdoors and conducting science activities.

With project funding, the Nomad Scientists hope to provide five (5) professional science animators and volunteers to work with the children students at the facility.

Based upon their existing educational and community contacts, the Nomad Scientists there is no problem in attracting requests from schools and community groups. The Nomad Scientist have already conducted several pilot sessions. For example, sessions have been conducted with youth from the Outreach School Sytem of the Protestant School Board of Greater Montreal, and special needs children from a small rural school in Valleyfield, Quebec.

LOCATION: The Lacolle Centre multi-storey farmhouse is an off-campus residential facility of Concordia University located 70 kms. south of Montreal (45 minutes by car). The 170 year old stone farmhouse is an imposing wooden structure with a field stone wing, occupying 20 acres of natural woodlot, a pond, and a stone quarry. It accommodates 20 people comfortably overnight and is accessible to the disabled.

PROJECT DESIGN AND DELIVERY

The Lacolle off-campus facility is used Friday, Saturday and Sunday. That works out to about 45 weeks that the Centre is available for this project from Monday through Thursday. As an outreach program of the Lacolle Centre for Educational Innovation (Concordia, University, Mtl.), the Nomad Scientists enjoy institutional support to use the Lacolle facility for this project.

The participants will arrange their own transportation to the Lacolle off-campus facility. There is no linen service so participants will bring their own sleeping gear, towels and toiletries. Participants will bring their own food and are responsible for food preparation, kitchen duty, etc.
Participants will live, sleep and study at the Lacolle facility for 2 days out of the week.

The majority of the science activities will take place in and around the Lacolle facility near Lacolle, Quebec. The indoor & outdoor activities will be selected from the following topics:

1. Geology	2. Orienteering	3. Bird life
4. Nature Hikes	5. Pond ecology	6. Pollution studies
7. Tree Studies	8. Weather	9. Animal tracking
10. Arts & crafts	11. Astronomy	12. Insect studies

EVALUATION:
The success of the activity will be assessed in the following manner:
a) actual attendance at the site.
b) questionnare- a form collecting participants' feedback will be distributed at the end of the session. The results will be collated and distributed along with the summary report to financial sponsors, government sources, and other interested parties.

c) The long-term success of the session will be assessed by a follow-up questionnare two months after the session. A that time, the respondents will be asked to provide data on the ways in which they have applied the ideas and knowledge from this project. The results compiled will be programs that better respond to the needs of the children and youth.

ANNEX E: Professor Ron Wareham's 17th Century Weekend at Lacolle

SEVENTEENTH-CENTURY WEEK-END

AT LACOLLE

FRIDAY EVENING, JANUARY 31

ALL DAY SATURDAY, FEBRUARY 1

SUNDAY MORNING & AFTERNOON, FEBRUARY 2

READING *PARADISE LOST*

17C MUSIC AND ART

A 17C FEAST

GENERAL MERRIMENT

Concordia
UNIVERSITY

Department of English
HB 306 Loyola Campus

February 5, 1992

Professor Arpi Hamalian
Chair, Committee to Review the Lacolle Centre
Room H549-25
SGW Campus
Concordia University

Dear Prof. Hamalian:

I have just returned from a Seventeenth-Century Week-end which I organized at the Lacolle Centre, and I am writing to your committee in order to communicate the results, in the hope that our experience will help you to formulate your recommendations.

The week-end was organized mainly for the benefit of students in the two classes in which I am teaching John Milton's Paradise Lost; however, all members from the Concordia community were welcome to attend. As it turned out, there were twenty-four participants: sixteen students, six guests, the harpsichordist, and myself. The program took place over a period of twenty-four hours: from about 6 p.m. on Friday, January 31 to about 6 p.m. on February 2.

On Friday, we drove down to the house with personal supplies, food, and the harpsichord, settled in, cooked a spaghetti supper, listened to a harpsichord recital of seventeenth-century music by Catherine Todorovski, and read aloud the first two books of Paradise Lost (reading time: one hour per book).

On Saturday, after breakfast we read four books of PL; after lunch, two books. Then we prepared and enjoyed a twelve-course feast, prepared by the students from seventeenth-century recipes drawn from early English cookbooks. After that we watched a slide presentation featuring four seventeenth-century painters.

On Sunday, after breakfast, we read the last four books of Paradise Lost, consumed a late lunch of leftovers, and drove home with the harpsichord.

Throughout the course of the week-end, there was plenty of opportunity to converse and get to know each other and to go for walks outside in the woods and on the roads.

7141 Sherbrooke Street W.
Montreal, Quebec H4B 1R6

I was able to conduct the program for $45 each, which included food, lodging, transportation, and the recital.

All agreed that the week-end was a great educational and social success. I can report that it was possible only because the Lacolle Centre was available. This is about the twelfth time that I have organized such a week-end since the Lacolle Centre opened in 1971.

I enclose some of the letters written by students and others who were present.

Yours sincerely,

Ronald S. Wareham

Ronald S. Wareham
Associate Professor
Department of English

RSW:jb

SEVENTEENTH CENTURY WEEKEND AT LACOLLE
January 31 - Feb. 2, 1992

The following comments are from students in Ron Wareham's English Literature class (and guests) who attended the "Seventeenth Century Weekend" and wrote letters to Arpi Hamalian (Chair, Committee to Review Lacolle Centre) in support of the residential facility.

It's Sunday afternoon at the Lacolle Centre where I, some 20 classmates, our professor and assorted friends have been since Friday night. What a wonderful setting for a 17th Century weekend! The large common room's fireplace stayed the seasonal cold, while its acoustics enhanced the harpsichord's brilliance. This same room, with little manoeuvering, was a banquet hall last night for a ten-course 17th century feast. And in between these extra curricular, para-scholarly activities, the weekend's focus, John Milton's Lost Paradise, is being read through. We have books X, XI and XII remaining. All this, a large kitchen where 20 can work together, bedrooms to enable us to enjoy the gathering for an extended period without having to commute, all this is the Lacolle Centre. What an asset this is to Concordia University! I hope you get to enjoy it too.

This is to inform you that I have twice attended reading weekends sponsored by Professor Wareham at the Lacolle Centre and have found it to be a venue very conducive to study and reflection. I would strongly urge that the University keep in mind the fact that the Centre is a valuable resource when making decisions about its future.

I was privileged to attend a weekend of studies of John Milton's Paradise Lost, sponsored by Concordia University. The Lacolle Centre proved to be an ideal location for this type of event. Calm, remote, rustic and informal, the Centre creates an atmosphere that is extremely conducive to almost any activity. The students of Concordia are indeed very lucky to have such a refuge and I, for one, look forward to returning here in the future.

As a part-time student and English major at Concordia, I have recently discovered the joys of the Lacolle Centre. The comradeship and interchange of ideas that I found there have contributed a great deal to my experience of university life, that is, to my education. I have just returned from a Paradise Lost weekend at Lacolle with Professor Ron Wareham's group. It was a huge success as was the women's event in December over the Christmas break. I hope the Lacolle Centre will be a part of the Concordia University scene permanently. It is very worthwhile.

I would like to inform you that I find the Lacolle Centre very educational. I spent the weekend reading Paradise Lost, talking/debating with classmates and professors, watching slides and learning much more about the 17th century. It was an excellent place to just relax and enjoy the country air. In a place like this, spontaneous discussions and creative outbursts are common. I am grateful that Concordia has a place like this. It is in concordance with the philosophy of progressive education.

I would like to take this opportunity to say how greatly appreciated something like the Lacolle Centre is. The Milton's Paradise Lost weekend was enlightening and the atmosphere of Lacolle was directly responsible for that feeling. We are lucky to have such a facility available to us. Perhaps the University must be at times reminded of the students' deep appreciation.

I have heard some discussion is taking place on the disposition of the Concordia Lacolle Centre. I would like to record the feeling I have of the importance of this facility to the work of the University. From my own experience over the last 20 years, the positive associations of the Centre have helped generations of students. The loss of the Centre to Concordia is, or should be, unthinkable.

My stay at the Lacolle Centre has been a wonderful experience. During this weekend, I think we all had the opportunity to acquire new friends. Quiet walks in the nearby woods were extremely relaxing and a healthy getaway from a hectic week of classes and part-time jobs. I look forward to visiting the centre again in the future.

In the morning I walked through the snow following rabbit tracks into the woods, breathing the fresh air and silence. I came back to a group of strangers who now I felt I had some ties with. Over breakfast, which we worked together to make, the discussion was of literature and politics. The atmosphere is one of an academic retreat, not only a chance to increase our perspectives on what we are learning in class, but to get away from the city. The building is large and warm and cosy. After breakfast we read aloud Paradise Lost and everyone read parts. It was a chance to absorb the text in a unique atmosphere and I got much more out of it because of it. I think that this is a beautiful place and a great opportunity for students to expand their university education. I thoroughly would recommend Lacolle to any group and hope to come back some day.

By closing the Lacolle Centre, it would be depriving many future students to experience a wonderful opportunity of a university as it once was - learning in a close and intimate environment, with all those involved working together as a whole.

Although I only spent a night and a day here, I feel that it was important to my understanding of Milton. As well, I became closer with my classmates and feel as if we will flourish in our course on Milton.

The informality of the Lacolle Centre allowed me to become better acquainted with my fellow students during the weekend. This I feel will allow better interaction in class for the remainder of the semester.

I was involved in the "Milton's weekend retreat at Lacolle". This retreat occurred on the February 1st weekend. I found this seminar to be quite helpful in motivating me to read Paradise Lost and to study the text. I feel that this type of intensive study is beneficial to my studies.

Although I am not enrolled in either the Milton course or 17th century Literature, I am a student of English Literature. The weekend at the Lacolle Centre brought to mind the early days of university when graduating classes were no more than five students. This weekend, we read, learned, discussed, shared, lived and ate together and thus have become a brief part of each other's lives. It is an experience which I should like to repeat and one I shall not soon forget.

I recently spend a very productive weekend with fellow students at Lacolle, reading Paradise Lost aloud. It gave me a valuable opportunity to learn in a very conducive atmosphere and meet with people outside the classroom I might not otherwise have met. The Lacolle Centre is one of the features which makes Concordia the creative, original places of learning. It is what helps to distinguish it from dry, stuffy, respectable institutions such as McGill.

As a student of Literature, I was delighted at the opportunity to study Milton at Lacolle. I found Lacolle to be the ideal place to read Paradise Lost, and being out in the country with like-minded Milton lovers was delightful. The setting is most conducive to study and the lovely and comfortable atmosphere encouraged, I am sure, the discussions and exchanges of ideas. All in all, I must offer my hearty gratitude for this experience and commend the Committee for making Lacolle available to Concordia students.

ANNEX F: Literacy Conference

CONCORDIA UNIVERSITY
PRESENTS. . .

DIMENSIONS OF LITERACY IN A MULTICULTURAL SOCIETY

October 2, 3, 4, 1992

A conference for educators, students, volunteers, parents, administrators, social and community workers, researchers and all those interested in improving the standard of literacy in our society.

Concordia University,
Hall Building
1455 de Maisonneuve
Blvd West, Montréal,
Québec

Sponsored by
Adult Education Programme
and Lacolle Centre for
Educational Innovation

Concordia UNIVERSITY

This conference is part of the 350th anniversary celebration of the City of Montreal.

Keynote Speakers

Literacy for Citizenship
Henry Giroux, *Director, Center for Education and Cultural Studies, Oxford, Ohio*

Multicultural Literacy
Glenda Simms, *President, Canadian Advisory Council on the Status of Women, Ottawa, Ontario*

Issues in Basic Literacy
Serge Wagner, *Professor, Université du Québec à Montréal*

Program

The conference program will be developed around the following themes, central to literacy and multiculturalism:

Critical Literacy . . . Workplace Literacy . . . Intercultural: Native . . . Media Literacy . . . Scientific and Technological Literacy . . . Health Literacy . . . Basic Life Skills . . . Adult Literacy . . . Literacy for Human Rights . . . Learning Disabilities . . .

Call for Presenters

An invitation is extended to teachers, administrators, community workers and advisors, instructors, learners, practitioners, researchers, tutors and individuals interested in literacy and its impact on a multicultural, post-industrial society.

Presentations should focus on both the theoretical and practical applications in the enhancement of literacy in the major themes outlined above. Each presentation will be of 90-minute duration and can be offered in a workshop, seminar or symposium format. Those participants interested in presenting a 20-minute research paper will be grouped according to theme into 90-minute blocks. Registration fees will be waived for those presenters whose submissions are accepted for inclusion in the program. All interested presenters are asked to submit their proposals on the enclosed form. Additional forms may be obtained by contacting the Conference Secretariat, GEMS Conference and Consulting Services, at P.O. Box 997, Snowdon Station, Montréal, Québec H3X 3Y1. Tel: (514) 485-0855, Fax: (514) 487-6725. Deadline for submission: May 1, 1992.

Registration Information

Registration Fees are for the entire conference. One-day rates are not available.

	Before June 15	After June 15
Full Conference	$ 90.00	$ 110.00
Students/Volunteers	$ 25.00	$ 35.00

(Proof of student status required)

Fees include all sessions, Saturday luncheon and Wine & Cheese reception.

Confirmation/Receipt

Your cancelled cheque (or credit card/debit) confirms your registration. An official receipt attached to your delegate badge will be given to you on site.

Refund Policy

Registered participants unable to attend will receive a full refund (less 25% administration fee) provided written notice is submitted to the Conference Office by September 2, 1992. No refunds will be issued for requests made after this date.

Hotels

Le Château Versailles
1659 Sherbrooke Street West, Montréal, H3H 1E3
Tel.: (514) 933-3611, Fax: (514) 933-7192
Room rate: **$89.00** *(single or double occupancy)*

Le Nouvel Hôtel
1740 René-Lévesque Blvd. West,
Montréal, H3H 1R3
Tel.: (514) 931-8841, Fax: (514) 931-3233
Room rate: **$89.00** *(single or double occupancy)*

Montreal Quality Bel Si Pierre
3000 de Breslay Ave., Montréal, H3Y 2G7
Tel.: (514) 935-2312
Room rate: **$45.00 - $50.00** *single occupancy*
$55.00 - $60.00 *double occupancy*

The Detailed Conference Program will be available in early June. Sending in the registration form below will ensure that you receive this document.

Simultaneous translation will be provided for plenary sessions.

Please feel free to circulate this flyer among your colleagues, should you receive more than one copy.

Registration Form - Dimensions of Literacy 1992 October 2-4, 1992

Abstract* _____

Registration* _____

Return this form, by mail or fax, along with your payment to: GEMS/LIT '92, P.O. Box 997, Snowdon Station, Montréal, Québec H3X 3Y1
Tel: (514) 485-0855
Fax: (514) 487-6725

Identification *(Please print or type)*

Last Name _____ First Name _____

Institutional Affiliation _____

Located in (city/prov.) _____

Address: No. _____ Street _____

Suite/Apt. _____ City _____

Province _____ Country _____ Postal Code _____

Telephone (daytime) _____ Fax _____

Please indicate: ☐ home address ☐ office address

Payment

(Goods & Services Tax included in fee - GST No. R101977346)

Method of Payment

Cheque enclosed, made payable to GEMS re: LIT '92. *(No post-dated cheques please.)*

Credit Card *(Check one)*

☐ American Express
☐ Mastercard
☐ Visa

Card number: _____

Expiry date: _____ month _____ year

Signature: _____

Date: _____

WORKSHOP SUBMISSION FORM

DIMENSIONS OF LITERACY 1992

October 2-4, 1992
Concordia University, Montréal, Canada
Deadline for receipt of submissions: MAY 1, 1992

Concordia UNIVERSITY

This conference is part of the 350th anniversary celebration of the City of Montreal

Presenter *(Please print or type)*

Title _____ Institution _____

Address _____ City _____

Province/State _____ Country _____ Code _____

Telephone _____ Fax _____

Additional author/Affiliation _____

Additional author/Affiliation _____

Additional author/Affiliation _____

Date _____ Signature _____

Please indicate in which THEME your submission should be placed:

- ☐ Adult Literacy
- ☐ Learning Disabilities
- ☐ Health
- ☐ Workplace Literacy
- ☐ Intercultural/ Native
- ☐ Critical Literacy
- ☐ Scientific/ Technological
- ☐ Community
- ☐ Basic Life Skills
- ☐ Media Literacy
- ☐ Human Rights

90 Minute Session
- ☐ Workshop
- ☐ Seminar
- ☐ Symposium

20 Minute Session
- ☐ Paper

Workshop Title _____

TYPE SUMMARY OF YOUR PRESENTATION HERE

For office use only:

Abstract Number _____

Registration Number _____

PLEASE RETURN TO:
GEMS / LITERACY 1992
4260 GIROUARD, SUITE 100
MONTREAL (QC) H4A 3C9
TEL.: (514) 485-0855
FAX: (514) 487-6725